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CASE STUDIES ON CULTURAL INTEGRATION

the project organizers speak out

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Foreword

In this multicultural nation, the integration of immigrants into the mainstream of Canadian life is of great importance to the strength and stability of society.

This series of reports on projects that assist the integration of immigrants to society is published by Multiculturalism Canada.

Each of these reports is the work of a writer-researcher who visited the projects and reported the words of the participants, as accurately as possible, so as to relay their concerns and observations.

Although the circumstances of each project are unique, many of the basic problems faced are encountered frequently by organizations engaged in similar endeavors. It is hoped that the experience and observations reported will provide useful information and advice to those concerned with helping immigrants become full and equal participants in our society.

Acknowledgements

I want to thank all those who so generously gave of their time, expertise and advice to make this series a teaching tool for volunteers. Teachers and social workers enrich their own lives and the lives of landed immigrants by reaching out and helping them become part of Canadian society. As Dig Nichols, Chairman of the Dartmouth Immigration Orientation Association, so beautifully puts it, you are "making would-be Canadians welcome Canadians."

Case Study No. 1

Getting Back on Track

A sense of isolation at the "end of the earth"

"If you live out here in the suburbs you can feel like you're at the end of the earth," Mary Beth told me. "There is nothing like the trip downtown to show you what I mean. It takes an hour and a half - and three different buses and a subway ride - to get there. Just image what that means to women who don't speak English and can't read the signs. It's a real challenge! And if they have jobs the travel time adds hours to their day. If they're homebound caring for young children, it can get pretty lonely.

"Two years ago," she continued, "Janet, one of our social workers, met several homebound immigrant women in the provincial housing project out here. She decided that there were many more lonely women like them - isolated behind all the closed doors in this suburb. She felt that there ought to be a way to help them make friends and feel at home here, and she determined to do something concrete about it."

An idea is born

"Janet's first step was to talk the problem over with other social workers. Two of these women were new Canadians themselves, who had lived through a lonely period of adaptation. At their first meeting, the small group decided that they were dealing with a human problem. The basic solution to that problem, they felt, was establishing a network of sympathetic human contacts. They decided to bring a sense of comfort and belonging to these lonely immigrant women by leading them to small groups of friendly, supportive neighbors. Each group, they felt, could be assisted by a volunteer facilitator who spoke the language of the newcomers. The volunteers could be quickly and specially trained in group communications; the groups would be called self-help, and the project The Newcomer Women's Project.

"I'd like to ask a few questions, Mary Beth," I began. "I'm sure you would. But before you do, please read this section of the organizer's report." She handed me a few pages beginning with the chapter headed: "Community Resources Are Rallied." I began to read:

The group was pleased and excited. They felt they had identified a need, established the objective of their project and the format of their activities. The next step was to rally community resources to meet the need they perceived. The expertise of several agencies and the coordination of their services would, they felt,

increase the effectiveness of their project. During the next three months, therefore, they met regularly with several local organizations. At the same time, they began to identify a few facilitators who might participate in the project. They found prospective volunteers in ESL classes - among both teachers and pupils - and at the local Volunteer Centre, the Asian-Indian Immigrant Aid Society and in other ethnic organizations. A few potential group members were also identified by some of the service agencies. As the committee reviewed its list they saw that a broad spectrum of the city's varied population - the Portuguese, Italian, South Asian, Eastern European and West Indian communities - were represented.

A formal organizational structure is created

Once a nucleus of potential participants - both facilitators and group members - had begun to emerge, the organizers decided they needed a formal structure in which to execute their project. They set up a permanent board of directors composed of three of the original project organizers, and an advisory council composed of the other original sponsors. A group of five, it was to meet monthly with the directors. In this way it was intended that the program benefit from the broad range of experience represented by the two combined groups.

The board realized that once the project was ready to move, they would have to engage a coordinator to work with other community groups to recruit and train volunteers. The coordinator would, moreover, have to contact the ethnic communities and locate potential group members. It was impossible for the directors, already occupied with full time jobs, to take on these tasks. They could barely afford to devote an hour a day to the project.

The board's first priority, however, was to establish an operational base. Even though the project they envisaged was neither big nor complicated, it would have to have a home - an office, telephone, secretarial and bookkeeping services. Someone competent would have to administer the budget and apply for funding.

Happily, one of the service agencies operating in the suburb offered the project a home, and the services of a staff social worker and of an evaluator. A second agency, a registered charitable organization staffed by volunteers accepted to administer the budget. Finally, a community college education consultant agreed to set up the facilitator's training program in group communications.

It took six months to complete the planning for the project. By the time the organizational stage was over, this group of concerned women, hoping to find a solution to what they considered an essentially human problem, had put together a board of directors, established an advisory council and a liaison with several community agencies and provided for efficient administration. Once funding could be assured, they could get on with the job.

The formal statement of objectives and activities

In order to present their project to funding agencies, the board knew they would have to provide the following objectives:

1 To reach isolated immigrant women by providing an opportunity to:

. meet in self-help groups;

. share experiences in these groups.

2 To raise the participants self-esteem and confidence so that they will wish to:

. learn more about their community;

. participate in simple activities: shopping, taking the bus or subway, visiting friends, enjoying recreational facilities, following their children's progress at school meetings.

3 To develop leadership in those who:

. help others;

. are helped; that is, self-leadership, self-help and control of and involvement in, one's life.

4 To monitor all stages of the project carefully to:

. evaluate the effectiveness of this approach to solving the problems of isolation, frustration and fear;

. identify effective, and discard ineffective, techniques develop a model for use in other neighbourhoods by:
  . sharing the idea in workshops with others;
  . contacting other localities involved in similar projects;

. point up differences in the best ways to contact the various ethnic groups;

. illustrate any barriers the model encounters so as to assist the planning of other interested groups;

. make available to others all the research findings.

Let's take a look then at how this project proceeded:

The timetable and the tasks established

The board of directors first set itself to defining the activities required to execute their project, and established the following timetable to accomplish those tasks:

	Task	Time allocated
1	a) Hire the coordinator. b) Train the coordinator.	Upon receipt of funds. 2 weeks
2	Design simple data collection forms for the monitoring process. Coordinator collects data.	1 week
3	a) Recruit 6 to 8 volunteer facilitators and, b) plan training program for facilitators.	6 weeks

4	Initiate and conduct the training of the facilitators (shared responsibility of board of directors and co-ordinator): how to make home visits to potential participants; how to work with a group	6 weeks
5	Identify and contact potential group participants (responsibility of co-ordinator).	On-going
6	Form small, neighborhood self-help groups.	Unknown; to be monitored
7	Maintain cohesiveness of facilitators as a group living an experience together; (joint training, problem-solving, information-sharing; social gatherings in and outside their homes).	On-going
8	Monitor and report on all stages of the project process	On-going; 2 monthly reports
9	Review project at the end of the year and decide whether to continue into second year (board and coordinator).	Last 2 months of year

Hidden defects

"It's a professional-looking presentation," I finally said. "And I think it must have made a good impression on the funding authorities. It looks as if it involved careful and thoughtful planning by a knowledgeable management team. Many people would have imagined that the Newcomer Women's Project would roll smoothly and easily from the start."

"Yes, I agree. But many of our fundamental assumptions should have been tested before we started: the target group we identified as needing help were isolated, lonely, housebound women - withdrawn and reluctant to come forward. This definition of isolation as physical as well as psychological, this assumption that many, many women sat alone behind closed doors in the housing project, ought to have been proved.

"In addition, how could we have been so sure that what immigrant women, whether physically or psychologically isolated, wanted was to talk introspectively about themselves and their problems. We had not tested this assumption either. We just decided on the content of group meetings without questioning a representative sample of immigrant women and without studying the results of other organizations' surveys of their needs. We had spent months planning everything on the strength of Janet's hunch!

"Last but not least, the volunteer facilitators on whom we planned to depend were being assigned an extremely complex job. They were completely untrained and inexperienced. The seven hour course which was to prepare them for their work was, at best, a "crash" program. In retrospect, we had given them jobs with built-in failure.

"The Newcomer Women's Project, despite months of planning, was seriously flawed from the start. It was going to have to cope with fundamental obstacles to success. It looked, however, as if the directors were prepared, mentally, to make whatever changes experience dictated.

"How flexible can you really be," I wondered aloud, "once your project is under way? When you make the totally unexpected discovery after many months that you have been on the wrong track, how quickly or easily can you assimilate that fact? And when you do, is it too late to do something about it?"

Mary Beth was now going to answer those questions.

Off to a slow start

"At one point, there were times when I wondered if a group would ever get going!" exclaimed Mary Beth. "We were having a terrible problem locating potential group members. Only nine women - speaking five different languages - were referred to us from other agencies. That wasn't nearly enough to form groups. The problem, we

decided, was that really timid and isolated women, those who would benefit most from joining a self-help group, just don't take advantage of the community services. You therefore can't find them through the agencies." Mary Beth, I realized, was right.

"Well, there we were, geared to go, and practically no group members! As a result, we found ourselves engaged in an intensive publicity campaign. We absolutely had to attract participants. As you see from the task-timetable we set up, we never expected to have to do this. But we had no choice and everyone pitched in. Our publicity was designed, on the one hand, to reach all the social agencies - to inform them about what the project was doing and request additional referrals. On the other hand, it was aimed at immigrant women, themselves, those we wanted to attract as group members.

"One thousand leaflets were printed in English to distribute to all the agencies, multilingual doctors, local churches, hospitals, the police and public health nurses. Most were mailed out; but many were also distributed at some 30 community service workshops and meetings where our project directors made speeches about the project.

"Another 4,000 leaflets, printed in nine languages, were distributed door-to-door. We had also wanted to distribute them through the local schools - destined, of course, for the children's mothers. Several school principals thought this might single out the ethnic children in an unfortunate way, and they dissuaded us. In retrospect, we realize that there was no need for that to be a problem. Actually, all that was necessary was to have the teacher take 30 seconds to say: 'Here's a notice about a really fun group for anyone lucky enough to speak Spanish, or Chinese - or whatever. Please show it to your mothers.' Even if only 5 or 10% of the mothers had responded to the notices, it would have been a big plus.

"But here again, I'm speaking from hindsight. You see, a 5 to 10% response would have been a sensational success, compared to the really disappointing response we got from our publicity campaign. Despite the fact that, in addition to the leaflets, we even had press releases and notices placed in the local Canadian and ethnic newspapers, and even on radio stations, we got no response at all! You can imagine how we felt. And we simply couldn't figure out why!

"I realize now what a pity it was that our community relations worker moved away just at this time. If she had stayed on, we would have had someone close to the community to help us find the answer. And later on, too, as you'll see, her practical experience and insights would have been very precious to us. But that realization has only come now, and, as I say, at that time, we simply couldn't figure out why we were getting no response."

Door-to-door outreach: the technique in which we put our trust

"It was clear to all of us that we still hadn't found a way to reach our target group. The only other technique we had considered, as you can see from our outline of tasks, was "Outreach." To us that meant literally going from door-to-door, on street after street, to ferret out participants. This door-knocking outreach was now going to be the foundation of our group recruitment program.

"After our eight volunteer facilitators had been at it for some four months, each working six hours a week - mostly in the evenings - they had only covered 157 homes! We could see that it was going to take endless months to identify a sufficient number of interested women - enough to form the unilingual groups we had planned on. What's more, the facilitators simply hated doing outreach and their interest in the project began to lag. Approaching perfect strangers made them uncomfortable; they felt that it was a 'culturally inappropriate' thing to be doing and frankly told us so.

"It was, furthermore, a really frustrating procedure," added Clarissa, a facilitator from Barbados. "I knocked on door after door of West Indian families; but I never found the women at home in the daytime. What's more, very few were there in the evening, either. 'And if they weren't homebound,' I asked myself, what was the point of this project?"

"Of course we had run into a real snag; and, of course, we were very concerned by the facilitators' attitude," Mary Beth continued. "But, at the time, we didn't really grasp the full significance of their reaction. We chalked it up to their inexperience, and to their natural timidity. We really didn't hear them when they said that door knocking was a 'culturally innappropriate' thing to do.

"We decided that all that was needed was a change in the personnel doing outreach. We asked the coordinator to take over that job too. She agreed and was assisted - most opportunely - by a student funded by one of the summer job programs. In a warm weather blitz, the two of them knocked on about 1,400 more doors. When they identified a potentially interested participant, they gave her name to a facilitator who spoke her language and who then arranged to visit the woman.

"After four months of this two-tier visiting system, we had covered a lot of territory. The coordinator was canvassing about 75 homes a day. From this point of view, outreach appeared to be

working. But we still hadn't grasped the fact that the only reason she covered so much ground was that two-thirds of these homes never opened the door. She had, in fact, identified very few potential participants. Here are the figures: in the first year of our operations, project personnel had to knock on 1,557 doors in order to reach 427 families. In these 427 families direct contact could only be made with 272 women; of these women, only 72 said they were 'interested' in participating in self-help groups. Of these 72, only 18 actually joined up. Perhaps a few more might have done so, had we found a sufficient number of others speaking the same language to join them.

"The figures we collected once the three groups got going were hardly more encouraging. Of the 18 who did join groups, only 12 continued to participate after the first fundamental assumptions and objectives of our project. Of course, it's easier to see them now; but, at the time, it wasn't wholly obvious. So many factors seemed to play a role in their hesitancy to join a group - and we were trying to take them all into account."

The first year's groups

The participants

"Eventually, of course, we did get a few groups started: one West Indian group of 12, and two very small Italian-speaking groups of three each - one meeting in the evening and the other in the afternoon. The Italian groups, however, were not large enough to be viable. When, after four meetings, two members moved away, a third went back to school and another went to work, the groups simply ceased to exist. The lesson is clear, and we certainly will try to avoid starting any other groups with so few participants. And here again, of course, we simply didn't see the implications when two of the women preferred school and a job to staying with the group.

"The simple data collected on the members of these groups was also significant for the objectives of our project. Looking back now, I cannot understand why we were not more startled by it. Of the 18 women who had joined the self-help groups, only three were not employed outside their homes. The rest all had jobs, and some were even taking courses, as well. What's more, all 18 had children to care for at home.

"This data should have told us that our original assumption - that the immigrant women needing help in this area were mostly physically isolated, homebound creatures - was probably not correct.

And, of course, it corroborated the experience of our West Indian facilitator. But at the time we didn't see the information as much more than a coincidence. We thought it was infinitely more significant that all these women, no matter what their age, no matter whether they worked outside their home or not, or whether they had maintained frequent contacts with relatives or not, had sometimes felt lonely, and a sense of isolation from the society in which they were raising their children. We were satisfied that their sense of isolation was included in our own. We were pleased that our decision to allow all the women wishing to join a group to "self select" had been correct.

"The West Indian group, in contrast to the two Italian, has flourished. Luckily, no one has moved away and there have been very few dropouts. Attendance has been fairly regular at the meetings, despite the fact that the women, all of whom have children to care for, work full time. They are really hard-pressed by the "double duty" they put in - first on the job and then at home. That's why many of them can only make it every other week. But they didn't stop coming because of that, particularly, I think, because we changed the content of the group sessions just in time.

Some logistical problems too

"Before I tell you about what happened in the group sessions," Mary Beth continued, "I want to mention some minor logistical difficulties we had at the outset of the project. The first was coordinating the training of facilitators with the recruiting of group members. It quickly became apparent that there was no need to train Greek and Spanish-speaking facilitators if the only potential group members were Italian and West Indian. It was equally evident that training sessions for the facilitators would have to be held in both the afternoon and evening, to accommodate the volunteers' other commitments. The third detail we had forgotten was our Canadian weather! In the winter a bad storm meant a postponed session. As a result, we needed more time for training the facilitators than the six weeks we originally estimated.

Facilitating the self-help groups raises new problems

"We had decided that the content of the self-help sessions should be determined in each group by its members. We wanted everyone to be able to focus on her own concerns. In one precise way we did succeed in doing this. Any of the group members who had specific legal or employment problems, or wanted special counselling, was able to discuss matters with the facilitator and the coordinator. The coordinator then referred them to the proper agency for help.

"Aside from providing us this opportunity to make referrals, the application of the self-help concept was not successful. The groups ran into major problems. You see, the sessions started out as a kind of 'coffee klatsch' to introduce strangers. The volunteer facilitators tried in vain to change the format, but they didn't have either the skill or experience to steer the conversation onto meaningful subjects and keep it there."

"This was a great disappointment to me, personally," Grete observed. "I, like the other directors, had really been counting on our volunteers playing this role successfully. I thought that our coordinator was particularly fortunate because this project provided specific, relevant training for its volunteers. Now I wonder how I ever thought that 'six easy lessons' in group dynamics could transform the volunteers into really trained facilitators or dedicated community relations workers. You can't learn these techniques easily - no matter how great your missionary spirit, or how well you speak another language.

"I never expected, either, since we had delivered our facilitators from the monster, "Outreach," the overwhelmingly high turnover among them. Seven of the eight resigned from the project when their six-month contracts expired! Another four who had attended the training sessions, but for whom the correct language groups could not be formed, said they were 'no longer available' when I enquired at the end of the year. Of course they were aware of everything that had gone wrong so far. They knew all about our futile search for homebound women, and how it had involved countless hours of driving and hiking around this sprawling community.

"But what really turned them all off for good was the challenge of facilitating those groups. As I'm sure you've guessed, the 'just talking' self-help evenings did not work out at all. They bogged down in bored silence. The West Indian women, in consequence, pressed their facilitator for some kind of concrete, structured program. She knew they were right. But that kind of program involved planning activities, and it was taking a lot of her time. Much more than she had bargained for. I will never forget those days! Everyone was complaining: not just the West Indian facilitator, but all of them, and all the group members, too."

The coordinator takes over again

"You can imagine how Cynthia, our coordinator felt, and the pressure she was under. Running a project with only one paid staff member, the coordinator, may not be new, but that doesn't mean it's easy to do. This project was no exception to the rule. Cynthia had

to depend entirely on her volunteers to carry out the tasks for which she was responsible - and they were letting her down. She had already taken over part of their job - the exhausting outreach - in addition to her own. Now she was under pressure to take over the rest of their work. She was obliged to go to any number of group sessions - first of all, because we'd asked her to attend to identify problems.

"I can see now that this was totally impractical when Cynthia didn't speak Italian, the language of two of the three groups. And even when there was no language barrier - as with the West Indian group - she found that the problem wasn't just the facilitator, or the lack of articulate members. There was dissatisfaction with the whole format of the sessions. The problem was much deeper than we had realized, and, once again, it had implications for the basic assumptions, objectives and subobjectives of the project. But still, nobody saw them. We were all so committed to the concept of self-help discussions.

"These additional burdens on Cynthia were just too much - coming on top of her growing doubts about who our target population was, where we were going and how we were going to get there. At the end of the year Cynthia resigned. Her leaving marked the low point in this project's history. But the crisis her resignation caused really brought all our doubts and problems into the open for the first time."

A reappraisal of our goals and activities leads to a fresh start

"It really rocks you," Mary Beth said ruefully, "when you've been giving a project everything you've got, and working your heart out, to admit that everything was wrong: your target population, your basic objectives, your program content, your recruiting and training techniques ... everything! But that was the reality we faced. And when we actually did face it, all the pieces fell into place. First of all we realized that we had painted ourselves an inaccurate picture of the immigrant women in our community, and of what they did, wanted and needed. Ringing all those doorbells and finding half the women not home in the first round of outreach, and three-quarters not home in the second round, could only mean one thing: the majority of immigrant women living here are not homebound. They are not physically isolated, afraid to venture out, as we had thought.

"Their isolation, and we had half recognized it since, the women in our groups had expressed it clearly, is, instead, psychological, linguistic and cultural. It is the result of not being able to talk easily to people, not knowing how to behave at meetings, or not understanding the school system, the social services or public health regulations. It is being excluded from adult education

opportunities, and the like. The women who feel this psychological isolation are the big majority; it is their needs which should be met. Of course, I don't mean that there aren't any lonely homebound women here. There must be some. But we should not have made them our exclusive target population and conceived our recruitment techniques in consequence ... and just ignored the many others."

"You can see that this realization disposed of our first objective very neatly," Grete observed smiling wryly. "What's more, it only emphasized how irrelevant our first two subobjectives - 'just meeting and sharing experiences' - really were. The assumption that meeting and sharing, that a network of sympathetic neighbours could solve the immigrant woman's problem, was, quite simply, off base.

"Objective two fared no better. While the women enjoyed socializing, going to these sessions was like eating a lunch of gravy without the meat. And these women were already self-confident enough to know that what they wanted was the meat: concrete information, about classes to upgrade skills, tips on how to cope with teen-agers, information about Canadian marriage and divorce laws. Many of them came from broken homes and they wanted counselling. Their kids were raising Cain in the housing project because there were no recreational facilities nearby. The mothers wanted to know how to approach the nearest school to ask them to offer an appropriate program.

"You see what I mean. These women had very concrete needs to which we were not responding! We'd been knocking on doors - and knocking ourselves out in a publicity campaign - to sell a product nobody wanted! Our project had been running nowhere - like a train off the rails - and now we had to get it back on track.

"Perhaps we would have reached this conclusion sooner if we hadn't lost Helen. She is the community relations worker I mentioned, the one who transferred to another city. She had been involved in the community here for years. People trusted her, confided in her, and were grateful for her advice and suggestions. With Helen gone, we really lost touch with the grass roots. The members of our advisory council couldn't keep us on track either; they represented agencies that, like mine, are several steps removed from the neighborhoods. You know - we're "out of it", like the public library and the community college. Next year our advisory council will be multi-agency, and I mean community service agencies with their ears to the ground. You can bet on that! What's more, I think they'll really be able to help the project by providing resource people and referring participants to our new program.

"Our third objective, developing leadership qualities in group members and facilitators makes me blush a little now," Mary Beth continued. "You see, we finally realized that our group members were leading us. They were already prepared to 'control' their own lives. They were, moreover, far mor capable of defining their own needs than we were! That was quite a lesson for us - and we're eating humble pie. Now we realize that we should never have imposed our views. We should have asked for their opinions before selecting a program for them."

"When you think about it," Grete added, "self-help really means being able to define your own needs, choose the programs that suit you personally, request the speakers you want to hear and information about existing services of use to you. We have a better understanding of this aspect of 'self-help' now. We've broadened our definition of the term this year, just as we've broadened our definition of isolation.

"We decided, of course, ... better late than never ... to start all over again. We had fundamentally revised the basic assumptions of our project. We had broadened our definitions of isolation and self-help. We had identified a wider target population with different needs. We were ready to fix new objectives, initiate new activities and experiment with new techniques.

"We didn't want to strike out haphazardly. We therefore decided to begin with a really serious opinion survey. Our respondents were the women students in English as a Second Language (ESL) classes at the Y (217 from 19 countries), 20 ethnic association leaders, a dozen community relations workers in the service agencies and their clients. The board of education also agreed to conduct a survey in their classes and provide us with the data. We used it to guide our second year planning. Here is the board's questionnaire and the tabulation of the results (Annex 1). You can see how helpful it was. We received in addition, a lot more information from a pilot project sponsored by the Immigrant Aid Society and the Race Relations Coordinating Committee. All this data confirmed, moreover, the experience of similar programs in other cities that we were finally studying. We felt at last that we were on the right track.

"We had our first pleasant surprise as soon as we showed willingness to tailor our programs to the needs expressed by immigrant women themselves. Referrals began to pour in - from the Immigrant Aid Society, public health nurses, ESL teachers, Catholic Family Services, school principals, the Elizabeth Fry Society, Women's Resource Centre, City Social Services, the Correctional Services (Adult Probation), Youville Memorial Residence and the Refugee Resettlement Services. I had expected more referrals from the parish pastors. As it turned out, some have been helpful and some have not. It seems to depend a lot on the individual.

"In three months, 24 women were sent to us - all eager to know when we were going to begin! This time we had to ask the women to be patient for a few months because we wanted to plan a varied, structured program around their expressed needs, and schedule resource people - experts who could make presentations on topics that interested them. Of course, we needed to find a new coordinator who could plan, organize and execute an adult education program like this - one who could ensure that the content of each session would meet a specific demand. We hoped that 'someone' would also be experienced in community relations. We've been very lucky! I'll show you the program our new coordinator came up with in a minute.

"But before I do, I want to say one word more about the rest of our dear departed, but not-too-lamented, objectives three and four. First number three: developing leadership qualities in our group members and volunteer facilitators. That objective was very important to our first year's project. But, as I have already mentioned, our group members were leaders in defining their needs. Their actual performance far exceeded our expectations. Our experience with the facilitators was quite the opposite. They rejected their leadership role as we had conceived it. Our efforts to train them were a dissappointing failure.

"As a result of this experience, we've therefore decided not to ask our volunteers to either handle or train in group dynamics this second year. I hope, moreover, that we won't overestimat again what can be expected of even the most willing volunteers. I wouldn't want you to conclude, however, that we'll never again ask or train a volunteer to be a group facilitator. It's just that, in future, we'll be cautious about selecting someone for that training. It's a question of finding the right volunteer. We realize now how difficult it is to acquire that expertise."

"'Developing leadership in those who help has a broader meaning for me now, too," Grete interjected. "Those who help are not just the facilitators. To my mind, they are also the service agencies and the community relations workers. And there are already a considerable number of immigrant women who are real leaders in this field. One of the most positive steps you could take, I think, is to give these women the funds and facilities they need to do an effective job. What's more, I think these community relations workers are in an ideal position to find and develop leadership qualities in other more recent newcomers to Canada as well."

"And what about the objective number four, 'To monitor all phases of the project' in order to:

> evaluate the effectiveness of our approach, identify effective techniques to achieve our goals and discard the ineffective?"

Mary Beth and Grete looked at each other to see who would answer.

"Well we did, and we didn't do it," Grete finally said. "Of course we kept notes, we collected statistical data; we met frequently. We got a lot of feedback, and, as you know, we made many changes. We thought we were being very flexible, learning from experience.

"The problem was, however, that many months went by before we began to understand and interpret all the feedback correctly. We kept trying to fit the data, and everything that went wrong, into the mould we'd first cast for the project. When a fact didn't fit - like a women not joining up, or a woman leaving the group to go back to school or take a job - we'd ignore it. When we didn't find many women cloistered at home, we made excuses for it. You know, in the way I mentioned before: we'd blame it on the weather, or the particular neighborhood where we were doing outreach. We just refused to assimilate the fact."

"Basically, I agree that was true," Mary Beth nodded. "But I'm still not convinced that outreach is futile. If you can get past the door it gives you a one-to-one contact that's hard to beat. And if we offer those women whom we do contact the program they really want, I honestly think it will bring them out as participants."

Then she noticed Theresa's quizzical gaze and added: "OK - I know what you're thinking, and I know many community relations workers agree: when you're getting referrals from all over and your other publicity is effective, you shouldn't dissipate your energies in this kind of recruiting. As coordinator, and a specialist in adult education and community relations, you could - and should be - concentrating on organizing and improving the program, itself. I'll go along with that - but I still think some form of outreach, like personal telephone calls, could be effective. Don't forget, this time, we have a good, varied program to offer, and we didn't before."

"That's the point I want to make," Theresa replied gently. "A good program is itself the drawing card. Even if you only attract a few people to the first meeting, if what you're offering is good, those few people will tell another few, and they'll tell a few more. Word-of-mouth from one satisfied participant to another - that's the best advertising in the world. The harder you work on your program, the more your project improves; and automatically, the more your publicity and recruitment improve as well.

"I don't want to minimize the problem of recruiting participants. I know every agency has had trouble reaching this target constituency: you have to overcome the language barriers, and familial, religious and cultural strictures. What can you do when a husband screens the mail, talks for his wife on the phone, and decides if she will attend the meeting?"

"Don't forget how far away we are from the centre of the city," Grete interjected, "way out here where the only 'affordable' housing is being built. In these new districts that lack developed social and community services, you have no ready information channels on which to rely. You can't even count on the churches. Those serving the ethnic groups tend to be located in the downtown core, too. If we only had a central, coordinating 'clearing-house,' here, an ethnic/multicultural council like the Inter-Cultural Association of Greater Victoria - it would be a help."

"Yes," Theresa added, "and we could also use an 'Immigrant Centre' - with drop-in facilities and other services. These are wonderful places where immigrants can find out about programs available to them and spend some time reading, chatting and meeting other immigrants with whom they can share."

"But we don't have these facilities here. So doesn't that mean you need outreach?" interjected Mary Beth.

"Yes, I agree you do," Theresa continued. "But it has to be the right kind of outreach to be effective. I think you have to write or phone first and tell a women that the school principal, or her ESL teacher (or whoever gave you her name) has asked you to get in touch with her. You have to ask if you may come to her home. When you do that, you get a much more positive reaction. When you are invited to visit you have a real chance to build the one-to-one relationship and to relieve the strangeness of joining a new group.

"We worked outreach on this basis at the Y. In fact, every woman referred to us by an agency or sponsor was phoned and, if she was willing, we visited her at home. Even in brand new, outlying suburban areas similar to this one, prearranged home visits were very successful. We didn't have to canvass more than 25 to 50 women to form our groups! And they stayed with us because they enjoyed our programs and they brought in their friends."

"Those results sound miraculous compared to ours last year. There's no doubt that your recruitment and programs were more effective than what we did. Our performance hardly permits us to recommend our model to others, as our fourth objective assumed it would."

"But it hasn't been a total waste either," Theresa replied. "You can help other groups who are considering similar projects by telling them frankly about the mistakes you made. And, of course, you can tell them how and why you are making changes for next year. I know that others will find your experience useful."

"Of course you're right," Mary Beth replied. "If I'd known then what I know now," our project would have been very different. But the first year is over now. The balance sheet is on record (Appendix 1). It is a disappointment, but wait until you see next year's! Our planning has been much more realistic since we've learned so much from our study of other successful projects."

"I want to emphasize how important that study was", Grete added. "We needed to recognize that we were not innovators in this field - that is, in providing services to meet immigrant women's needs. There are a number of excellent programs which have operated for years in other places - in downtown Toronto, in Victoria and Vancouver, for example. We are innovators in that we are introducing a program in our area where absolutely nothing existed before. Somehow when we started out a year ago, we weren't looking at things this way. We thought we had identified a different target clientele, and that we could create a new, model program for them - one that other groups and service agencies could emulate. ..."

"And it didn't quite work out that way," Mary Beth concluded dryly. "But actually, just confirming that the 'tried and true' methods are valid for this community, too, is a very valuable discovery."

"Which of the programs you studied impressed you most?"

"Many did. The Vancouver Immigrant Resources Project, Victoria's Multicultural Women's Group, the Centre for Cross Cultural Communications in Toronto, to name only a few. But the program we think fits our own situation best in the Toronto Y's Coffee Group Program."

"A coffee group program! You can't really mean more of the kaffeeklatsch you tried last year!"

Everyone laughed. "Of course not, 'coffee group' is a terrible misnomer. It doesn't convey at all the objectives or the content of the Y's program which served as Theresa's model. Here, let me show you the plans she has come up with. They are precisely tailored to the requests of the people who asked for them!" Mary Beth said enthusiastically.

The program for year II: a whole new look

Target group — All immigrant women whether proficient in English or not; any interested Canadians.

Goal of program — To provide women newcomers to Canada with a varied choice of activities, in several languages including English, conceived to meet their expressed needs:

general information:
access to social services, government programs, adult education and ESL classes, public transit, renting and buying, banking systems, consumer protection, etc.;

handling job interviews;

coping with teenagers;

adapting to the urban environment;

combining two jobs (for working mothers);

techniques for living:
leisure and recreation in the city, crafts, international recipes exchange and gourmet cooking; baking for fun; Canadian meat cuts and packaged foods;

introduction to Canadian sports;

field trips for groups' members and their families;

occasional cross-cultural social events:
potluck suppers and salads, films, ethnic food fairs, craft exhibits, etc.;

school system:
writing the teacher, phoning, following the child's progress, attending parent-teacher meetings, vocational training, university requirements; appropriate lunches, etc.;

Other considerations in programming

While membership in our groups is open to any immigrant women, no matter how long she has lived in Canada, very few immigrants here for less than one year are ready for the kind of orientation we will provide. They are usually overwhelmed by the pressures of finding adequate housing, getting children into schools, husbands finding work, and other issues of survival. In this situation the woman in the family is the last to begin to reach out into the outside world. Most of our participants we expect, will have been in Canada from one to five years.

Participants will be limited to 10 per class. When forming groups, and planning an individual program for each of them, account will be taken not only of the participants' mother tongues and their ability in English, but also of their level of education, professional and economic background and age. Group cohesiveness will be encouraged by introducing women to others with whom they would have most in common. While we recognize that we are selling a course, not socializing, we know that any participant wants her activity to be fun and friendly. We will seek to create that happy atmosphere.

Locales where programs will take place

1 The old United Church Hall, now unused, has been offered to us on a long-term basis. It is readily accessible by bus.

2 The South Public Library and branches of the public library.

Duration of individual courses	Six to 18 weeks
Time of courses	Various: morning, afternoon and evening to accommodate the largest number, and in accordance with wishes of majority in each group.
Resource people from "outside"	Service agency personnel able to present the information series in several languages;
	Representatives of school boards, the Board of Health, the Municipal Recreation Association, Revenue Department (income tax), UIC and Manpower; Opportunity for Advancement;
	Crafts, gardening and cooking teachers, either from the Y or from among the group members and Canadian friends.
	A professional facilitator to lead the discussion after the presentation of the information sessions and animate social events;
	Volunteers to assist these professionals from the Y pool of 300, all trained by the Y's professional volunteer coordinator.
Concurrent services offered	Baby-sitting and nursery assistants in the church hall If it appears warranted, play groups supervised by professional child recreologists could be organized.
	Story hour for children at the library.
	Transport by our van.

Publicity and public relations

- A mobile van with 12 removable seats has been loaned to us by the Y. We intend to use the van during the program to transport participants (to attend classes if necessary and for field trips). Before the program begins, however, it will be fitted out as an information and mini-resource centre. It will move from one neighborhood to another, to make information about the program available at schools, playgrounds, shopping malls, etc. Multilingual volunteers will assist the public who visit it. We have budgeted for the van doing 124 miles a week throughout the program year.

- Our community worker has arranged with three school principals to coordinate several multi-ethnic programs for the children, as well as parent teacher meetings, with the arrival of our van in the neighborhood. We want the fathers to feel that it is in their sons' interest that the wife and mother participate in school and community activities.

- Personal letters and brochures about the programs will be sent to all those contacted in year I. In addition, brochures will be distributed through the schools and family cinics, laundromats, libraries, co-ops, supermarkets, etc.

- The Community Association Newsletter and ESL teachers have agreed to make periodic announcements about our program.

- "Bring your immigrant neighbor to join you in a course" will be the theme of this publicity campaign.

The organization for year II: personnel and tasks

Project personnel	Responsibility assigned
Officers of the board of directors	Administrating the budget; drafting reports on the basis of information received from staff; administrative liaison with other agencies; consultations with staff (coordinator, advisory council, evaluation consultant and community relations worker); exploration of possibilities for long-term program development and funding; organization of publicity for project.
The coordinator	Organization, planning and execution of programs; contacting resource people; supervising volunteer staff with assistance of Y volunteer coordinator; assisting the professional facilitator with certain programs; supervising record keeping by volunteers; meetings and consultations with board of directors, evaluation consultant and community relations worker; liaison with other agencies to share information.
The community worker	Recruitment of participants and counselling when requested; consultant and advisor to the coordinator on program content and participants' general needs; liaison with police, schools, hospitals, board of health and other municipal agencies; home visits - with prior permission - to women identified by herself or referred by case workers, other agencies or volunteers doing telephone outreach.
Volunteers (and summer students if available)	Outreach by letter and/or telephone if any; other telephoning, office work; translating; research; driving, manning publicity and public relations in the mobile van and distributing brochures; collecting data on behalf of coordinator and board of directors; assisting with special or social events (ethnic festivals, fairs, craft shows, etc.).
Cooperating agencies	
The Y, ethnic associations, social agencies, local board of education	Referrals, advice on program content, training of volunteers, loans of multilingual teachers, resource people and materials.

Evaluation year II: project objectives

To meet the several needs of immigrant women in our community by responding to their specific requests:

by providing a varied program of crafts, information and activities as described above.

To develop a model or models of programs for immigrant women of different ages and economic and educational backgrounds worthy of permanent integration in the community's social services.

To submit the program(s) designed to on-going evaluation by a consultant from outside the project:

by monitoring the effectiveness of the mobile van
- . as an information centre
- . as a mobile meeting room

by collection of simple data on group members (nationality and mother tongue, ability in English, how recruited, participation, level of satisfaction with programs

by redesigning our data collection forms for the above, eliminating personal names from all but preliminary recruitment forms

by monitoring the quantity and quality of work assigned to the coordinator and the volunteers and their satisfaction with it

by monitoring techniques which attract participants to the program and the kinds of programs which are most popular.

To make available the findings of both formative and summative evaluations to the funding agencies and any other interested groups.

Summing up the 'pluses'

"Well there you have it!" Mary Beth smiled. "I think you can share our excitement about the improvements we've made. We're putting every emphasis on the program our target population has requested and on utilizing our human resources, the project personnel, to best advantage. There'll be no more underusing the skills of our coordinator and overburdening her with work others could do. We hope we've assigned duties in a more equitable and effective way.

"There's another plus! We're going to have several fixed, central locations for our program, the two branch libraries have lovely carpeted rooms where the ladies can meet and the children's wing is fun: life-size raffia animals and funny mats where the youngsters can sprawl out to listen to the story-teller. The former church hall could even become a small multicultural community centre one day. There is space for the courses. There is space for several children's play groups to develop acculturation programs; there is another big room where we could hold craft exhibits and even small 'fairs' at which we could sell the crafts and the gourmet foods our program participants produce. We'll put up a notice board everyone can use. If there's a demand for it, we could even have a snack bar because there's a small kitchen, too.

"We expect meeting in these places will be far preferable to gathering in members' homes, the way we did last year. This way a women doesn't have to rush back from work to straighten up the children's mess before the group arrives. Moreover, both the library and the former church building are completely "neutral" territory. They, like the schools, have no religious or political affiliations which might deter some women from attending. And a poster explaining the sponsorship by our group, which is totally multicultural and interdenominational, will be prominently displayed wherever the program takes place."

"Our logo will be part of the mobile van's decoration, inside and out, too," Grete added. "And one day, I see a second van serving as the program's 'home away from home.' As the number of our courses expands, I think it's going to be an ideal way - perhaps the only way - of reaching women who can't make their way to the centre of town: those who have small children to care for at home and others coming back from school at three o'clock - and for whom our fixed locations would be too far away. This is such a sprawling city with so many peripheral suburbs. A second van wuld make possible a new kind of outreach in which we bring the program to the people. You know, sometimes the people you want to reach most don't even have the carfare to come to town. That's another role for the mobile van;

meeting the needs of the most disadvantaged. I also think we should consider having the van bring participants using the mobile centre into town with their families for special events, and take them on excursions. There are so many possibilities to explore here! We might even be able to share our vans with other community agencies."

"As you probably noticed in our second year evaluation plan," Mary Beth observed, "we'll be monitoring closely how the van works out. Our evaluator is very curious about its effective uses and the impact it will have. This year, we've been very fortunate. The project has been offered the services of an evaluation consultant who is not associated with an agency represented on either the board of directors or the advisory council. She's from the university. In consequence, even though she is very sympathetic and sensitive to our problems, she's sufficiently removed from them to look at our results dispassionately. She doesn't have a vested interest in any special technique or program. If we overcommit ourselves to an idea, as we did last year, she will be aware of it before we are. As you can see, we've learned that when you're deeply involved in a project, you can go off on a tangent and never realize it - until you've wasted a lot of time and energy. This year we're counting on our evaluation consultant to help keep us on track. We'll be meeting with her every month to listen to her analysis of the feedback. Then we'll react accordingly.

"There's one more big plus to mention," Mary Beth added. "Its really very important. We have organized the volunteer component of our project differently this year. You probably noticed in the description of the tasks assigned to our project personnel in year II - the cooperating agencies who will collaborate with us. This second year, our project is going to benefit from the services of an experienced, professional volunteer coordinator from the Y. She draws on a base of almost 300 active, trained volunteers! Many of her people are graduates of the Y's own women's programs - like Family Life, Self Actualization and Contemporary Women. They enjoy their affiliation with the Y. It offers its volunteers any number of fringe benefits - free access to the sports' programs, free baby-sitting and, of course, valuable experience to add to their cv's.

"Half the Y volunteers make a commitment for a year. They then give seven hours of their time each week. There is a 50% turn-over each fall, so the coordinator's training program is ongoing all the time. She will be able, therefore as our program evolves, to analyse its requirements and recruit and train volunteers with our needs and those of our participants in mind. As you can imagine, her assistance and collaboration with our program coordinator can only result in much better delivery of services. In fact, some of the fringe benefits the Y gives its volunteers could be made available to our participants - like the privilege of family swims, and the father's use of the gym."

"I think there's one last point to make," Grete added. "We have to look towards the future. We have stated formally that we hope to develop a program to meet the long-term needs of the community. We have to look, therefore, at long-term funding. So long as the project was an amorphous pilot, that question wasn't relevant. Now it's different. We expect to explore different possibilities thoroughly this year, as we've noted in tasks assigned to the board of directors."

"You may have to forget about another municipal or social service agency taking over our program," Mary Beth observed pessimistically. "They're all struggling with budget cuts and they're all understaffed. I think you have to look for core funding, for at least the coordinator's salary and your overhead, from government departments servicing immigrants."

"Perhaps...," Theresa replied, "but if the Y's services expand into our area they may accept to integrate our activities permanently into their own. Then the program we have begun will, as all the Y's activities, receive assistance from the United Way, Young Canada Works, and all three levels of government. It would benefit immeasurably from finding that kind of well established, permanent home."

"There is another possibility," ventured Grete. "If we do develop a multicultural centre, we might be eligible for intermediate term funding under some other kind of program. We also would be able to count on the ethnic associations for help of all kinds - even financial aid. Our local Latin-American group has already offered us $800, as well as the services of their volunteers to interpret and translate. They have films and slides to loan as well. That's promising! Their women's auxiliary even suggested that our participants join them to become the nucleus of an incorporated women's group that would associate with the national women's movement!"

"That's a long way off, I think, for women who are not yet citizens. But we could put a question about it on the suggestion and satisfaction form we're preparing, and see what the reaction of our participants is to the proposal. Maybe I'll be surprised by their replies. Any of our participants who respond positively are certainly ready and willing to participate in the life of their immediate community - and in the life of the national community, as well."

"Yes, that's the essence of our long-term objective," Theresa added, "'to reach immigrant women in all walks of life, as many as possible, and help them to care about Canada, and to feel at home in a Canada that cares.'"

Annex 1

A Board of education

The major difficulties in reaching our target constituency have been language barriers, familial, religious and cultural strictures. Often a husband screens the mail, talks for his wife on the phone, decides if she will attend, etc. Then there is the sprawling nature of our city, where a large percentage of immigrants moving out where affordable housing is being built. These new districts lack developed social and community services so you have no ready information channels on which to rely. Moreover the churches serving ethnic groups tend to be centralized in the downtown core too. We lack a central, coordinating 'clearing-house,' an ethnic/multi-cultural council - as, for example, exists in Victoria (the Inter-Cultural Association of Greater Victoria) - or a central immigrant centre with drop-in facilities along with other services - a place where immigrants could find out about programs available to them.

There is no place with the physical facilities for them to spend some time reading, chatting and meeting other immigrants with whom they can share.

The Immigrant Aid Society, public health nurses, ESL teachers, Catholic Family Services, school principals, the Elizabeth Fry Society, Women's Resource Centre, City Social Services, the Correctional Services (adult probation), Youville Memorial Residence, and Refugee Resettlement Services. Some of the parish pastors have been helpful and some have not. It seems to depend also on the individual.

Ethnic organizations are not concerned as much with the concerns and adaptation problems of newcomers as with those of second and third generation Canadians who are 'looking for their roots' and seeking to maintain their culture.

Confidential

B Questionnaire on participants and needs

NOTE This questionnaire is designed to give some immigrant women an opportunity to express their needs. Please help your students answer as accurately as possible. If their English is not adequate, please give them the questionnaire orally and help them write down their answers. You may use a more advanced student as interpreter if this will help.

Circle the appropriate response

I General information

1 Ms.
Miss
Mrs./_____

2 Address _____ Postal Code _____

3 How long have you been in Canada?

1. Less than one year
2. 1 to 5 years
3. 5 to 10 years
4. 10 or more years

4 How long have you been living in this city?

2. Less than one year
2. 1 to 5 years
3. 5 to 10 years
4. 10 or more years

5 Age:

1. 15 - 25 years
2. 25 - 35 years
3. 35 to 50 years
4. over 50 years

6 Did you study English before you came to Canada?

1. Yes 2. No

7 Have you studied English since you came to Canada?

1. Yes 2. No

8 What language do you speak at home?

1. Spanish
2. Punjabi
3. Greek
4. Arabic
5. Chinese
6. Other

9 Do you have any children?

1. Yes
2. No

10 What are their ages?

1. 0 to 2 years
2. 2 to 5 years
3. 5 to 12 years
4. 12 to 18 years
5. Over 18 years

11 Do you have relatives in this city?

1. Yes, many
2. Yes, few
3. No

12 Do you have friends in the city from your native country?

1. Yes, many
2. Yes, few
3. No

II This course (for Ench, Parent's Program, and YWCA)

13 How did you find out about this course?

1. Newspaper
2. Mail
3. A Relative
4. Television
5. Radio
6. Employer
7. A Friend
8. Other

14 What is your reason for attending this course?
(May circle more than one)

1. Speak English better
2. Write English better
3. Want to get citizenship
4. Prepare for a job
5. Learn about Calgary
6. Read English better
7. Understand English better
8. Want to get a better job
9. Make friends
10. Learn about Canada
11. Other

15 Do you use the child care services at this location?

1. Yes 2. No

16 Do you live close to this location?

1. Yes 2. No

17 How do you come to classes?

1. Walk
2. Bus
3. A friend drives
4. I drive
5. Husband drives

III General needs

18 When do you prefer to attend classes?

1. Morning
2. Afternoon
3. Evening
4. Other

19 Where do you prefer to attend classes? (May circle more than one)

1. Close to my home
2. In my home
3. In a church
4. Downtown
5. In a school
6. At work
7. Other

20 Do you need child care in order to attend classes?

1. Yes 2. No

21 Would you attend a class if you had to pay a fee?

1. Yes 2. No

22 IF a course was offered for immigrant women, which of the following would interest you?

1. I only want to improve my English
2. Sports and physical fitness
3. Learn new job skills
4. Personal interest (see below)
5. Hobbies

23 Which of the following topics would you be interested in learning more about? (May circle more than one)

1. Canadian law
2. Canadian foods
3. Canada's history
4. Province's history
5. Education system
6. Canadian cooking
7. Canada's system of government
8. Entertainment in the city

Annex 2

June, 1980

New Friends Program

Please help us plan and improve future New Friends programs by giving us your personal, honest opinion abut the various activities you participated in during the program. Please evaluate each activity below as to its interest and usefulness to you. We would appreciate a comment for each section.

	Interesting			Helpful			
	Yes	Somewhat	No	Yes	Somewhat	No	Comments
April 15 Immigrant Aid Society Guest: Linda Trask							
April 22 AID Guest: George Stalinski							
April 29 Buying and preparing meats Guests: Denise McCullough, Mary Ellen Norgard							
May 6 Gardening Guests: Edith Walters Garden Club Barbara Trueman CBC News							
May 13 Baking Zosia - Poppy Seed Cake Allisen and Dorothy - Cookies							
May 20 Recreation Guest: Darlene Hrisook Parks and Recreation Trip to Bird Sanctuary							

	Interesting			Helpful			
	Yes	Somewhat	No	Yes	Somewhat	No	Comments
May 27 Education and employment Guest: Lois Farisk Career Centre							
June 3 Trip to museum							
June 7 Party and evaluation							

Which session/activity did you like the best? Why?

Was the $4.00 registration fee too much?
fair?
little?

Was the location (United Church) convenient or inconvenient?

Was 1½ hours too long?
enough?
too short?

In your opinion, how could the program be improved?

In your opinion, how could we attract more women to the program?

Do you know other women who would have been interested in coming, but who were unable to?

What were their reasons for being unable to come?

Would you be interested in participating in another group like this one? When?

	Morning	Afternoon	Evening
Summer	_____	_____	_____
Fall	_____	_____	_____

Annex 3

Information for potential volunteers

What to consider before making a commitment

One of the most persistent complaints about volunteers is that they are not reliable. Everyone knows about the volunteer who take on more than they can handle and then can't show up when you depend on them. Not only does the job not get done but, what is more frustrating, people who could have done it may have been turned away because someone had already agreed to take care of it. Having a volunteer who doesn't follow through on a commitment is often worse than having no volunteer at all.

Before you commit yourself to some type of volunteer service, you should think things over carefully. It does matter if you change your mind later on.

In making your decision you should consider such things as:

1 The time you have available: No one expects you to commit all your time. Be realistic.

2 Home responsibilities.

3 Work responsibilities: What are your normal hours of work, do you have to take trips out of town, are you on call after hours?

4 Travel time: A long trip to your volunteer job may seem less inviting as time passes.

5 Your personal ethics and values: Will your volunteer work involve conflict with your own beliefs?

6 Physical limitations: Will you be physically able to handle what is expected of you?

7 Your objectives in volunteering: Is this position going to give you what you are looking for? If it doesn't will you be willing to continue?

8 The length of the commitment: Are you prepared to be involved for six months or a year?

Volunteer job description

Job Title	Interpreter
Responsible to	Coordinator of Immigrant Women's Program
Duties	to interpret during group get-togethers, including possible field trips, and/or to accompany staff during personal home visits to prospective participants in the program.
Time required	for programs: 1 session per week each at 1 to 2 hours, morning or afternoons. for home visits: 1 or 2 visits per week, 1 to 2 hours per visit day to be mutually arranged.
In-service training provided	is encouraged to attend group facilitator orientation
Qualifications - special skills needed	ability to interpret between English and another language empathy
Comments	respect for client confidentiality free babysitting available for preschoolers during program time
Contact	

Volunteer job description

Job Title	Nursery Services Assistants
Responsible to	Coordinator of Immigrant Women's Program
Duties	changing and feeding babies, games, distribution of juice and cookies, assisting in taking children to washroom, leaving the nursery in order.
Time required	1 or 2 sessions per week, 1 to 2 hours per session, morning and/or afternoon.
In-service training provided	nursery staffperson will supervise new volunteers and help them learn the routine. Periodic nursery volunteer workshops are available.
Qualifications - special skills needed	no specific skills are required, however any experience with children would certainly be an asset
Comments	minimum commitment of 6 weeks will be working with children of various ethnic backgrounds must be reliable
Contact	

Volunteer training workshop evaluation questionnaire

Please complete and return before leaving

Was this workshop useful? Why or why not?

What component did you feel was most valuable for you?

What component did you feel was least valuable to you?

What was your impression of this workshop?

Are there any topics you would particularly like to have discussed at the follow-up workshops?

When in the week would it be most convenient for you to attend these workshops?

How frequently do you feel we should have follow-up workshops?

Other comments:

Annex 4

Form 1
Confidential

Outreach

Volunteer's name _____

_____
Day (i.e. Monday) Date Month Year

Instructions: FOR EACH HOME YOU GO TO, EVEN IF THERE IS NO ANSWER TO YOUR KNOCK, PUT AN 'X' IN QUESTION 1 AND AN 'X' BESIDE THE ANSWER FOR QUESTION 2.

1 Number of homes approached

2 Results

A no answer to knock

or

B <u>different</u> immigrant group than volunteer

or

C <u>same</u> immigrant group as volunteer

i women not home

ii women not interested

iii women possibly interested (put names, addresses and phone numbers on back of this sheet)

iv women interested in group (FILL OUT FORM 2)

Comments (use back of sheet)

Form 2
Confidential

Outreach

Volunteer's name _____

Date _____

Interested potential group members

Name _____

Address _____

Phone _____

Has this women been visited on more than one occasion ? Yes___ No___

If yes, how many visits? _____

Times available for group participation

Appropriate Days:

1st Choice (s) _____ Morning _____

Afternoon _____

Evening _____

2nd Choice (s) _____ Morning _____

Afternoon _____

Evening _____

3rd Choice (s) _____ Morning _____

Afternoon _____

Evening _____

Preferred location of meeting _____

Appendix 1

The balance sheet for year I

Measuring interim progress against objectives

	Objectives	Progress at the end of year I
1	To reach frightened, isolated, i.e. homebound, immigrant women:	18 actual participants identified of which only three were homebound, and not through fear. Three groups formed: two for two months, one on-going. Each group discussed its own concerns, but did not wish to engage in conversation except after the first few sessions.
	by providing opportunity to meet;	
	by providing opportunity to share experience.	
2	To raise participants' self-esteem and confidence, so that:	All participants already possessed, when they joined the group, this degree of confidence. They told the project organizers what information they needed and wanted.
	they will want to learn more about their community;	
	they will participate in simple activities.	All participants were already doing so when they joined the group.
3	To develop leadership qualities:	
	in those being helped - the group members;	They were already "in control" and involved in their own lives when they joined the groups.
	in those who help others - the facilitators.	A dismal failure, their preparation and availability were overestimated.

	Objectives	Progress at the end of year I
4	To monitor all phases of the project	We did not interpret correctly the members' drop out or attendance rates; we did not interpret correctly feedback from the facilitators; we did not monitor adequately the facilitators' preparation for the task assigned them or their satisfaction with that task; we did not collect personal data about volunteers. We did not monitor the quality or quantity of work assigned to the coordinator.
	in order to:	
	evaluate the effectiveness of the basic approach to ending isolation;	Our definition of isolation was inappropriately narrow.
	identify effective, and discard ineffective techniques;	We did not identify an effective outreach technique and have not yet tried different outreach techniques which were successful elsewhere.
	develop a model for use in other neighbourhoods:	We did not develop a model to recommend to, or share with others. These subobjectives were, therefore, irrelevant.
	a) by sharing the idea with others in workshops;	
	b) by contacting other localities involved in similar projects;	We were more concerned with innovating than imitating.
	point up differences in ways to attract different ethnic groups;	We did not find the ideal way to attract participants in general, and East Indian women in particular.
	illustrate any barriers the project encounters.	There were many. An unfounded appraisal of the target population, plus an ill-coinceived program no one wanted, an overburdened coordinator and volunteers saddled with tasks far beyond their skills prevented this project from fulfilling our expectations.

Evaluation objectives

Make available all evaluations for the benefit of others.	A first annual report was submitted to the funding authorities. The erroneous conclusions of the formative, on-going evaluations conducted every two months are explained in this account of our difficulties. The patchwork changes we made as we went along and, finally, the new objectives and activities formulated for Year II are also described. A tentative word of advice - "do's" and "don't's" based on our experience has been prepared for other interested groups. An April 1980 report was submitted to funding agencies along with our totally new project proposal year II.

Appendix 2

A word of advice to others: do's and don't's

Do	Don't
Do make sure you have correctly identified the need and the target population. Nothing is more deceptive than a preconceived idea or a hunch.	Don't jump to conclusions about what problems exist and need solution.
Do undertake a comprehensive needs survey from which you will get pertinent feedback.	Don't generalize from a few instances and then let inspiration be your guide.
Do enlist competent outside consultants to help you interpret the feedback.	Don't rely on your own objectivity. You are a vested interest.
Do rally community services and work with them, genuinely sharing information.	Don't try to go it alone and innovate at all cost.
Do make sure that you have the expertise you need to proceed - either in-house or available outside your group, and that the experts are willing to help.	Don't bite off more than you can chew. "A jack-of-all trades is master of none."
Do utilize the talents and skill of your personnel to the maximum.	Don't burden trained people with time consuming duties that don't require their particular skills.
Do arrange, before you begin operations, for the administration of your budget and the conduct of your activities in a professional, structured manner.	Don't think your project is too minor to require a professional style of management and planning.
Do define your objectives clearly, carefully; limit your goals as realistically as possible.	Don't start out with only a hazy idea of where you are going and what you hope to achieve.

Do	Don't
Do plan your activites in specific relation to the objectives you want to achieve.	Don't feel obliged to either innovate unnecessarily or to stick to methods others have tried if they don't specifically meet your needs.
Do set up a reasonable,tentative timetable.	Don't forget to plan and calculate generously the time it will take to get things done.
Do define realistically the responsibilities to be born by each member of the project's staff, and stick to it.	Don't let chance and ad-hoc initiatives be your basic way of getting things done.
Decide before you begin what records you must keep to monitor your progress. Keep it simple, but keep in mind the elements of the project you wish to evaluate.	Don't think your experience is not significant enough to document. It is!
Do check your progress regularly against specific objectives.	Don't lose sight of your goals.
Do check your progress against your timetable.	Don't be afraid to ask whether you're on schedule and act accordingly.
Do analyse the effectiveness of the activities you pursue and discard ineffective techniques and unrealistic activities.	Don't be embarrassed to admit that changes are needed when you know in your heart that they are.
Do practice patience and perseverance when you're getting started and when obstacles appear.	Don't underestimate the difficulties. Don't let difficulties dishearten you. They are natural and inevitable.

Do	Don't
Do be flexible and prepared to change your tactics and techniques when experience suggests a change.	Don't hang on to a goal or an activity when experience suggests it is not working as you thought it would.
Do be inventive and ingenious in solving unforeseen problems.	Don't be afraid of unorthodox solutions if after consulting others no one can suggest anything better.
Do learn from you own experience as well as that of others.	Don't be humiliated by making mistakes. "Success covers a multitude of blunders."

Case Study No. 2

WWIW - What Is It?

WWIW

"What is it?" you ask. "How many Ws did you say?"

Just three, and to me, those Ws stand for three extraordinary women: Judith Weisman, Erica Mercer and Marcie Ponte. I met them last May in Toronto where I had come to learn about the work their organization is doing and the project Outreach which reflects its thrust and substance.

Their headquarters, 348 College Street, is a challenge to describe. It is dingy, and it is dazzling. It is cramped and crowded, but literally hundreds of people pass freely through it every day. It is noisy, yet thoughtful, rushed but patient. In a word, its informal hustle and bustle disguise a vastly efficient operation. Its ramshackle quarters belie the total professionalism of a group whose impact on social service workers in Toronto, and on the immigrant community it also serves, is far greater than its meagre resources would suggest.

WWIW stands for Women Working with Immigrant Women.

"How did you choose this name?" I asked them.

"I think Judith should answer that question," Erica replied, "because she and Pat Sadavoy originated the concept of our organization - a coalition which serves as a resource group for the women in all agencies that work with immigrant women."

Some background history

Judith snuffed out her cigarette. "It all began in the early seventies when a group of public health nurses, community college teachers, librarians, and even a few graduate social workers approached the Y with this proposal: They wanted someone to organize workshops to help them understand the problems of the large and steadily growing immigrant clientele with whom they had to deal. These people were very frank. They said they 'didn't have a clue.' They knew they needed help, and they were right.

"The Y called on me to be the resource person. I was working at that time with the Interagency Council. (That's the organization which changed its name in 1973 to the Coalition of

Immigrants and Migrants.) We were one of the few agencies with work experience in the ethnic communities - at the grass roots. And we had experience in group work also. We named those workshops WWIW - Women Working with Immigrant Women. They were a tremendous success. Out of them was born an idea: to set up a program with continuity, an on-going educational update to refine existing skills.

"Pat and I checked out this idea with people who had attended the workshop. Then we called a meeting to discuss whether to organize such a program, who to invite to join us, and how to go about it. It was in February, 1973. About 20 people, the representative agencies participating in the coalition, attended that meeting. Many of them, and I want to emphasize this point, were themselves, like Erica, immigrant women already working with immigrants.

"If the coffee and cigarettes consumed indicate how intensely we worked, then we worked very hard, indeed. There was basic agreement on two fundamental points: first, that all levels of government were relying heavily on private enterprises - like travel agencies with ethnic employees - to provide essential services for immigrants. These business were running expensive black market services because they were necessarily money-making enterprises; if we don't call that sector black, we can certainly call it grey. Secondly, we agreed that the few existing, bona fide social services for immigrants were not well-known to most Canadian social workers in Toronto. A structured information program about them was, therefore, needed, and we could provide it."

"When that consensus was reached," Erica concluded, "we were in business, led by Judith, the key staff person of the council."

The first period: sharing information

"During this first period in our history," Judith continued, "we concentrated on sharing information about just exactly what the existing services provided. We invited resource people from different agencies; we asked officers from Manpower and the Secretary of State to describe government programs. They attended our meetings regularly and, in the beginning, we bombarded them with questions.

A clearing-house for information

"As our group became better known, various organizations began to think of us as a clearing-house for information about the

immigrant community. I remember that one of the first queries we received came from a Girl Guide leader. She wanted to reach out to the immigrant community in her neighborhood and didn't know how to go about it."

Judith stopped to light another cigarette and Erica continued: "When the questions began coming at us thick and fast, we had to structure our service for collecting and disseminating information. Judith, as the coalition's staff person responsible for our group, organized two subcommittees: one was to concern itself with sharing information and resources in the social work community; the other was to promote literacy - that is, English classes, at the work place.

"We have always considered ESL one of the most important, if not the most important, key to the immigrant woman's problems - be they economic or psychological. Long experience has led us to this conclusion and I'd like to cite just one example. Hardly a week ago the police were about to cart off an almost hysterical woman to a psychiatric ward, because they couldn't understand what she was saying. Before Cleyde got there to interpret, she had been reduced to drawing pictures in the hope of getting through to someone: She was intelligent and ingenious. She was not unbalanced, but she felt trapped. She had been denied access to ESL classes, and as a result, she could neither qualify or retrain for a job that would allow her to escape from that trap. She didn't need a psychiatrist; she needed someone who could listen to her, explain her problem and help her find the solution. Cases like this, and there are many, have led us to question the traditional psychiatrist's approach to immigrant women's problems. As you'll see from a recent sociological report we discussed in the workshops organized for the project "Outreach," our empirical conclusion has now been confirmed by very sophisticated research.

"Well, to get back to our history ... The establishment of these two committees marked the beginning of the second phase of our development, the period lasting through 1974 and 1975."

"With your committees organized, your activities must have expanded considerably," I remarked.

"Nowhere near as much as we would have liked. We simply could not meet the enormous demand," Judy replied. "The problem was money. All three levels of government turned us down when we applied for funding - and always on the same grounds: we were a coalition of agencies. There were no criteria which allowed for that possibility. It was incredible, and up to 1975, we, like several other coalitions,

pressed all three levels of government to formulate a policy on funding coalitions.

"In fact," Erica explained, "there was a time when there were absolutely no funds at all! The Social Planning Council gave us free space, a telephone and a key staff person. Eventually it allocated a small amount from its own budget for our use. These were very frustrating times and finally we were forced by circumstances to return to LIP funding as an independent organization. It was a painful decision."

"Wasn't it about that time, 1976, that Judy moved on to another job?" Marcie asked.

"Yes," Erica replied, "and we had to hire two people to replace her!"

Our human dynamo laughed at the well-deserved compliment. "Go on, Erica," she said, "and tell us how you carried on in the first year of WWIW's independent history. You made some momentous decisions."

"The first one," Erica smiled, "had been brewing for some time. It was the decision to 'disinvite' the government people from attending our meetings."

"The minutes of the meetings you held when you decided to do this are fascinating," Marcie observed (As the youngest of the three women, and the most recent on the scene, she had absorbed WWIW's history in this way.) "At first I couldn't understand why you did it. But as I read, those discussions came alive again to explain it. You see,"she said, turning to me, "the spokeswomen of the agencies represented in the coalition felt very uncomfortable with government representatives at the meetings. All their individual agencies were heavily funded by the feds, and any unfortunate word, they feared, any 'false step' could cut off funding. As a result, the presence of government representatives severely inihibited free discussions."

"Some were afraid, too, that their financial dependency would make them easy to manipulate," Erica added.

"And," Judith concluded, totaling the score, "everyone was tired of hearing a lot of gratuitous, bureaucratic advice."

"Of course," Erica observed smiling broadly, "that wouldn't happen today."

A contradiction in the way we were operating

But suddenly she was quite serious again: "Soon after we made this decision, we faced another, much more fundamental one. "We realized that in view of the composition of WWIW, there was a basic contradiction in the way we were operating. By 1977, many more immigrant women were involved in our work; in fact, they were playing a major role in carrying it out. But the discussions and decision making at our meetings were dominated by anglophones. They were more articulate, 'faster on the draw,' in debate. This fact alone was imposing passivity on the others. Tensions were mounting and they were a cause of pain and distress to everyone.

"I think that time of conflict was the most unhappy period in my life. All of us who had been involved with WWIW from its earliest days knew the debt we owed to our pioneering Anglos. And we knew how much we owed also to the immigrant women who were now the key to our highly effective, grass roots operation. There was no way the conflict could be allowed to grow. The only solution, I felt, was long, frank and open discussion of our problem.

Emerging stronger from the conflict: new directions

"I can say that nothing caused me more pain than this conflict, and nothing brought me more joy than its resolution. That it was rapidly resolved, is a great tribute to everyone, particularly to the very sensitive anglophone women. Miraculously, we emerged stronger from the experience. That new strength is reflected today not only in our new constitution, but also in our present operations: there is much greater input from ethnic workers now and they have assumed major responsibilities in WWIW. That strength is reflected also in the new directions we have taken: we have established health and mental health committees; we have expanded as an umbrella organization and function as an active, program planning resource centre for Canadian social workers - and, apparently, even for Manpower. Finally, our new strength is evident in the advocacy role we play today, and in our many projects - of which 'Outreach' is just one."

Health Committees? Program planning? Advocacy role? A resource even for Manpower? The many projects? I very much needed details!

How WWIW functions

"Erica", I interrupted, "who does all this? You're so few people here. Tell me, just how many salaried employees are on staff?"

Erica waved a finger towards Marcie: "There they are," she said.

"One? Marcie? ...But she was specially funded by the Multiculturalism Directorate for the 'Outreach' project! What about you?"

"I'm borrowed by WWIW," she replied, "like everything else here. You see, we beg, borrow and steal time from our member agencies. That's the way we survive. Five of those agencies have committed personnel to WWIW."

"You mean WWIW has no budget?" I was incredulous.

"Well, apart from Marcie's salary, all other items would be an estimate of people's time. And, as you see, we're billeted in my agency, the Immigrant Women's Centre. The centre, like the Doctors' Hospital which owns this building, is funded by the Ministry of Health."

"It's unbelievable," I said silently, "an effective, efficient organization living on borrowed time and totally self-supporting with a zero base budget that stays at zero! Only the dedication of people like these three women could make that sytem work! And yet, it was patently unfair to ask them to do this. "Somehow," I exclaimed out loud, "you seem to get everything done."

The great frustrations

"I wish we did, but that's my greatest frustration," Erica replied quickly. "We have neither the money nor the time we need to do some very important things: supervising our volunteers, for one, and most of all, collaborating in the research that needs to be done on the mental health needs of immigrant women." Then, seeing my questioning look, she added: "Let me explain about that research. There are several possible ways to meet the mental health needs of immigrant women: expanding existing facilities; training special personnel; creating new clinics. But which way is the right one? If 'half-way houses' - where convalescents can talk, and a competent counsellor can

listen - are a good idea. Who should set them up? How should they be run? What skills are needed for thatjob? We have interviewed hundreds of immigrant women under treatment and we would like to act as consultants to a researcher we would sponsor. But engaging a competent person requires funds we do not have. Nor do we have the time, or the administrative expertise, to research the sources of funding. We don't even know where to begin. It's a vicious circle."

"What about getting funding information from government departments?" I asked.

"We've tried that," Erica replied. "At one government sponsored conference we suggested that they concentrate on defining the mandates and funding responsibilities of the different departments and levels of government, and then supply funding information to the public. We wanted them to tell us what they needed to know about us and suggest how we could collaborate. You see, we would like to become discussion partners with them, so that our input is taken into consideration when funding criteria are established. In a word, we wanted the government to tell us how we could have an impact on funding policy.

"What did they think about this idea?"

"They didn't really say. But they did make one point: each program in the government functions independently from the others and each has its own funding criteria. The officers of each program can tell you about the criteria of their program only. Nevertheless, they feel that supplying these details is peripheral to their job. It is basically an information function. Unfortunately, however, there isn't any mechanism on the federal level - now that Information Canada no longer exists - to fill this role. There is no central agency which informs the public about the innumerable grant programs in all government departments. Apparently the same situation prevails at other levels of government too. This explains why it is so time consuming to research the sources of funding."

"I can certainly understand that. You mention collaborating with the government in defining funding criteria. Do you envisage collaborating to organize conferences too?"

"That might be a good idea. Although evaluation is the ultimate compliment, there really isn't any point in a government department calling a conference to do the same things we do at conferences, or in their duplicating the WWIW workshop proposals. There is duplication of effort. I was surprised once, when a government official called on me to discuss a 'new' suggestion:

'agency networking.' I had to tell him there already were two or three networks, all interacting, already in existence. I think we really need to know more about what each other is doing."

The advocacy role and a resource for Manpower

"Erica," I said, "I'd like to go back to what you said about your advocacy role, and being a resource even for Manpower."

"They change the rules constantly, for reasons that we have never quite understood," Erica replied. "As there is no advance warning it is difficult to comply. In some immigrant circles, I can assure you, getting a job through Manpower seems no more likely than getting one from the Unicorn. You know what I mean, for these people Manpower is just a myth.

"Yes, even for Manpower!" Erica's eyes were flashing now. "Would you believe it, they send people here, to our tiny office, because our placement record is twice as good as their magnificent computerized operation! They even send us men! Their job orientation is farcical. They change their rules constantly, mindlessly. Manpower, and you may quote me on this, is a myth."

"And the advocacy role?"

"Well, we are spokespeople for our committees: the Education Committee, which was our first, and the two others - the Health and Mental Health Committees. The Health Committee was formed in 1977 as a direct response to questions raised at the Family Planning Conference. Many participants there expressed concern about how to present health information to immigrant women, about the delivery of health care to them and about the many problems they face in Canadian hospitals and clinics."

"This past year," Marcie interjected, "Erica's brief, Health in the 80s, was our major contribution as advocates. Its main thrust is that all who use the health services must perceive them as appropriate to their needs - and that means immigrants, too."

"Do you think that kind of people-oriented service will be difficult to achieve?"

"Yes and no. We make very concrete recommendations to the Metro Health Planning Steering Committee on how to go about it. Basically, we recommend solliciting community input and including representatives from the immigrant community on the Board of Health."

"How did the committee react?"

"We haven't had an answer yet", Erica replied. "Perhaps it is too early to expect a thoughtful one. Meanwhile, we're quite perplexed by a survey the ministry seems to have undertaken. They have sent out two ladies asking questions about health care in the Portuguese community. But none of the ethnic community workers either know, or have been told, why the ministry has undertaken the survey, or why they specifically chose the Portuguese community."

"It sounds as if the government, by not communicating, is missing an opportunity to collaborate with those who could help them best."

"We'd be glad to help!" Marcie exclaimed, "and I'm sure we could, if they told us how and why."

Grass roots operations

I know exactly what she means, I thought. These women working at the grass roots are so close to the problems: during the few hours that we had been talking, the telephones had rung incessantly and calls had been answered in any number of languages. Ten women, at least, had come in to the office personally. Most were directed up a rickety stair - to the immigrant Women's Employment Centre whose reputation outshines that of Manpower (Annex 1). A number of other visitors, briefcase in hand, had come to keep appointments with Cleyde Afonso, WWIW's Brazilian-born chairperson. Still others were waiting to see Erica. Now the family planning clinic was about to open and, suddenly, women and their husbands jammed "the waiting room" - a front window bench and any available wall to lean on. Six young women, Chinese Canadians, emerged from the back of the office. Speaking alternately in Vietnamese, Chinese and English, they greeted the waiting crowd and quickly carried off from a cupboard the supplies they needed for the doctor's consulting room at the back.

"Where did that efficient little army come from?" I asked in amazement.

The student volunteers

"They are our student volunteers," Marcie explained. "Those six are absolutely fantastic - very sensitive to problems and highly skilled. We have a volunteer training program because missionary zeal is not enough in an effective organization. We wish we could afford a volunteer coordinator - to train and supervise the girls - because volunteer training eats up our time. What's more, it has to be an

ongoing program since the student population changes regularly. Most of these girls are taking related courses at the university."

"Oh, then they are your future workers," I exclaimed happily.

"I wish I could think they all were," Erica replied, "but the salaries in agency work are appallingly low. We lose many to the government, and then, chances are, they just become part of the bureaucratic system. But while they are with us, and particularly in the summer when their time is 100 per cent ours, we're very lucky. The student summer program is very important to us all. I think you already know that WWIW is trying to coordinate student summer projects for its member agencies."

"Yes I know, but I'm not sure how or why you do it."

"Come upstairs to my office," Marcie said, "and I'll explain. I have the resource kit we prepared and used for the student orientation workshop up there, as well as all the other material on the workshops we conducted for the Outreach project."

Coordinating summer projects

We left Erica free, much to the relief of her waiting visitors, and Judith raced off to her next appointment. Climbing to the top of the creaking stairs, we settled down in Marcie's "office" - a corner tucked away behind a small screen.

"You see," she said, passing me some papers, "every spring, hoards of students drop in at random on the various agencies, seeking information. We are all very sympathetic to their needs, but it does involve us in endless hours of repetitive interviews - and just at the time when we're overworked and short-staffed, with many away on vacation. That's why, after consulting a number of our member agencies, we decided to provide rational, basic orientation to replace the random interviews and coordinate the students' efforts. We had also observed a number of areas in which the agencies funding and sponsoring summer projects could coordinate and streamline their procedures. We therefore made recommendations to this effect and attached them to the letter we sent out to the agencies notifying them about the orientation workshop. A summary of the fall seminars which reviewed the 1979 summer projects was also included.

When I had finished reading the letter and leaflets, I couldn't help remarking on the pragmatic, common-sense approach that characterizes this organization's work.

Marcie smiled. "That's one of the prime assets of community relations workers. I think you'll see it in the Outreach project, too." She paused to gather together the leaflets announcing the programs sponsored by the project and handed them to me.

The Outreach Project

"Basically," Marcie continued, "the Outreach Project was very straightforward: to survey the immediate needs of workers in the principal social agencies and to tailor-make workshops to meet those needs.

"You know, the majority of front line workers in the agencies are Canadian born. In consequence they have little or no knowledge of the cultural values or languages of their immigrant clientele. They are convinced that they need information - which we can supply - to deal effectively with immigrant women's problems. We are getting more and more calls from these workers all the time, more than we can handle adequately on an individual basis. There really is more awareness now about the lack of information than there was when Judith began."

"I'm really surprised that our social work degree courses don't include such training," I remarked.

"The situation is changing for the better," Marcie said. "There is a real possibility that two community colleges will, in fact, incorporate the relevant information in their curricula. The course director at George Brown has already adapted his program to certain social realities. Toronto University has also been trying to match up field workers and students so as to give undergraduates an inkling of the real problems they will meet and ways to cope with them. Some of the nursing schools are making changes, too. Of course, much remains to be done and a lot depends on individual directors.

"In any event, progress has certainly been made when you compare the situation to that in the early seventies. We like to think that the change is due in part to the consciousness-raising our workshops have promoted over the last seven years. Many, many Canadian workers are now aware of their need for information. This is why we could base the content of the workshops organized by the project Outreach on a broad survey of their concrete, immediate needs.

The experience and "know-how" we have to offer

"Of course, in planning the workshops, the 'know-how' and experience of our committee representatives came into play. They have

years of experience - both as consultants to community groups and as organizers of didactic workshops and educationals on all the questions which concern its three committees. In addition, they have developed over the years courses in counselling skills for community workers in immigrant centres. They teach crisis counselling via case studies and collaborate with the Working Group for Support Counselling for Battered Wives. They have also developed a model for training Canadian social workers in multi-ethnic service delivery; they have developed a program for sensitizing public health nurses to ethnic cultural values and they have taught hospital nurses to cope with ethnic patients' curious ways."

"Curious ways?"

"Yes. It disorients Canadian hospital routine, you know, when 10 visitors barge into a patient's room, when mysterious pungent dishes of food from home are brought in - without checking with the doctor, or when a woman insists on following child birth customs that smack of the unhygenic over her. And, I should add, it is terrifying to a patient to be pricked and prodded and discussed when she cannot follow a single word that is spoken, and doesn't understand the diagnosis, the treatment, or, in fact, anything else going on around her."

"It must be! I can see that the sensitivity and the knowledge of your committee members are precious commodities on the social service market. WWIW members had everything they needed to produce a successful project of workshops for Canadian born workers.

"Not quite everything," Marcie replied. "The only thing the members didn't have much of was time. And you need quite a lot of it to undertake a large scale "outreach," that is, to contact all the mainstream agencies to conduct a needs survey. Solliciting and tabulating input and then setting up the themes for the workshop program is a full time job. That's where I came in, to conduct the survey and act as coordinator for the project."

How the work was done

"Tell me how you went about the survey," I asked.

"Well, in April and May I spent most of my time and energies compiling a list of the groups and agencies whose workers had consulted us and whom we wanted to contact officially to inform them about our aims. I drafted an appropriate letter and prepared promotional brochures which I sent to 50 organizations. Twenty-six of them formally joined WWIW; 20 now participate actively in our work (Annex 2).

"I also drafted a questionnaire solliciting input on each agency's needs and the kind of educational workshops they wanted (Annex 3). Of course, I visited all those who replied to discuss their suggestions.

"When I had tabulated the proposals we received from the survey, I met with each of our committees to develop the series of workshops for which it was to be responsible. Throughout the next four months the committees worked intensively. They met regularly with the executive to discuss the design of the series - to make sure it corresponded to the social realities workers have to deal with, and that it would satisfy the needs of those for whom it was intended.

"I cannot emphasize enough that the success of that design was only assured by the wealth of practical experience the committee members and the executive brought to bear in those sessions. And even then, it took over nine months of endless discussion and active planning. As you can see, you really have to begin planning a workshop series at least a year in advance.

A by-product of our survey: a course is organized

"In the course of the committee meetings when we were discussing the information gathered, it became apparent that, in addition to he workshop series for social workers, a course to update job skills and information was being requested by many immigrant women, particularly in the West Indian community. We therefore decided to sponsor an eight-week course in collaboration with the Black Education Project, the Cross-Cultural Communications Centre and Employment Services for Immigrant Women. It was called Making Changes, and took place from July 4 to August 22 (Annex 4). Of the 20 women who registered, 10 attended classes regularly."

"Do you consider that attendance good? I asked. "It's just half, really."

"True, but when you consider what the participants were up against, it's quite a good record. All of them worked and all of them had children to care for at home. Even though the course was free, some didn't always have the carfare. The women's comments indicate how much the series meant to them, even though they'd missed a few classes (Annex 5)."

"Are you quite sure you chose the most convenient day?"

"Absolutely. When we organize courses we study the community for which it is intended very carefully. Friday is the evening out for one group, Wednesday for another. A third can only make it in the daytime so you can't forget to provide lunch; others are only free on weekends so you have to arrange day care for the children. It can never be a hit and miss affair. You learn from years of experience how to go about it. And when you take registration you get a consensus first on what time suits most people. I can assure you we didn't make a mistake."

"I believe you! But tell me, how did most of the women hear about the course?"

"In this instance, through the agency worker. But it wouldn't be the same for every ethnic group. Here again, it varies from one community to another. The Italians listen to the radio; Latin Americans notice ads in the newspaper. But there is one way that reaches everybody: word-of-mouth. It is the best advertisement we know and outperforms all the media."

Organizational tasks lead to an adult education seminar

"Did you spend your whole summer working on the project?"

"I'm afraid so. Throughout July and August I ironed out all the practical problems involved in setting up the workshops: finding a locale, contacting and scheduling the resource people recommended by the committees, coordinating the workshop agencies and registering participants. At OISE, where I arranged to hold the sessions, I came in contact with Tom Lovett from the New University of Ulster in Londonderry. He was teaching a summer course in Community Education and Development. I felt he had a lot to offer Canadians and in early August, WWIW decided to sponsor a seminar for adult educators and community workers to meet him, and to share and analyze their own experiences. Although we had planned to limit the registration to 30, we managed to squeeze in 34. This is the flyer we used to publicize the meeting.

"It's correct to say, I suppose, that Tom's seminar, like the course Making Changes, was a by-product of your planning for the Outreach project?"

"That's very true, of course. The planning was almost complete by the end of the summer. By September, I was sufficiently free to organize the seminars on the student projects we talked about downstairs and in October the Outreach Project workshops began. Here are the flyers we used to advertise them."

The outreach workshops and the resource kit

Marcie pulled out colored sheets - two blue, a buff and an orange. The WWIW logo stood out vividly. At the bottom of each sheet there was a registration form to clip and send in. The registration fee, I noticed, was only $3!

"How many people registered?" I asked.

"An average of 55 for each workshop. Most were community organization workers, public health nurses, family services workers, occupational health professionals, and immigrant women themselves. Don Leckie of the Board of Education also participated."

The program for discussion, the panel presentation, and names of he speakers were all indicated. "I wish I could have been there," I said. "It sounds fascinating!"

"Well," Marcie replied, "as a second best I can offer you the resource kit WWIW has prepared. It contains part of the information presented and discussed at the workshops." She passed me a vivid orange folder, crammed with documents and entitled By and About Immigrant Women (Annex 5).

"What a wealth of information!"

"You're not the only one who thinks so," Marcie exclaimed. "We have been told that someone in the Ontario Government made and distributed hundreds of copies."

"But why didn't they buy it? You're almost giving it away. It only costs $3!"

"I think we've been paid the ultimate compliment: emulation. The trouble was that we forgot at first to copyright the kit. Now we have. We've also copyrighted the update of our Immigrant Women's Directory. It identifies and gives information about all the agencies where immigrant women can be served in their first language. The format makes it easy for a community counsellor or front line social worker to put her client in touch with the most appropriate agency."

"I don't see you making a fortune if you sell that for $3, too," I commented dryly. "Who had time to do the update?"

"It was a 10-week summer project that we cosponsored, like the kit, with the Cross Cultural Communications Centre," Marcie explained. "Of all the summer projects, it was probably the most valuable for our purposes. You see, the directory update allowed us to identify holes in the referrals network on which our member agencies depend. These referral services are a vital element of our capacity as a community resource organization. I receive an average of 20 phone calls every week so I need to keep on top of any changes in the services available. I'm sorry to say that it's a somewhat unstable setup. So many services are funded temporarily by Canada Works, or LIP, or whatever. Then when funding ceases, the services just fade away and you have to find out what, if anything, has replaced them. Unfortunately with all the cutbacks, many useful programs that were started were not taken over by either government departments or agencies with permanent budgets, the way they should have been."

The summing up: a modern mapamundi

"I notice that the last session of the last workshop ended with the "AHA Seminar." What do the letters A.H.A. stand for?"

"No, no," Marcie lauged; "it's not AHA. It's ah, aha! like oh, ho! to mean "I see!" It was the summing up of the whole picture. And I really mean "picture," she said, pointing to a colorful drawing taped up on the wall behind her. "That," she smiled, "is the map of existing community services."

It looked to me like the abstract, modern version of a medieval mapamundi, with lines that crisscrossed and little illustrations here and there. I hesitated before telling her so.

"You have to come closer and study it. When you do you'll see how it reflects the workshop's critical analysis of the services available to immigrant women in community agencies. Look! Certain areas of he city are chock-full; others are absolute deserts. Certain services exist in quantity; others are very scarce."

She was right! The map was a very graphic and original way of summarizing some important conclusions reached in the workshops.

"You are going to copyright this, aren't you?"

"You bet!" she exclaimed. And then she added "Of course the map is not the only summary of conclusions the workshops produced. Each one of them came up with important recommendations (Appendix 1).

In fact, a follow-up workshop on December 6 was held to discuss them all at length (Appendix 2).

The recommendations

"Would you like to see them?" she asked, handing me the recommendations.

When I had finished reading them, Marcie continued.

"Most of them speak for themselves. In view of what we talked about downstairs, they don't need further explanation. But recommendation No. 7 of the Education Committee really was trying to say more than it actually says. If Erica has a minute, I'd like her to talk to you about what's behind it."

Marcie darted down the steps - their only office intercom, it appeared - and returned a while later with Erica. "My Calgary visitor hasn't appeared yet, so I do have a moment to talk about recommendation No. 7. It really must be understood in the context of all the recommendations, taken together as a whole. Their thrust is twofold: WWIW should press on with its active, on-going programming, and second, it should continue to ensure continuity in its educational workshops. Now the majority felt that the most efficient way for us to do this would be for all the agencies to combine forces, in a single physical structure, and in a single physical network for referrals. But, and it was a very important 'but,' the general feeling was that if we did this, many agencies would lose their funding. That's why recommendation No. 7 reads as it does. The wording is a compromise between what we think we should do,and what we are afraid to do. Until a positive policy on funding coalitions is formulated by all levels of government, that really efficient structure of social services will not be realized.

"I hope ..."

Erica was interrupted by a voice calling up the stairs. The visitor from Calgary had just arrived. "I wonder if I'll make it home before seven," she said patiently, as she started down the stairs. "I wanted to pick up something on the way. But it's so important to listen. It's the most important thing, really."

"Are all the days as long as this one?" I asked.

"I'm afraid so," Marcie shrugged. "But let's take a break before the evening's work begins. There's a friendly little Portuguese restaurant just down the street from here. Come on, let's go for a bite."

Annex 1

The employment services for immigrant women

The summer of 1979, like other summers before, saw the influx of summer students descending on the community agencies seeking information and assistance with their projects. While most agencies were sympathetic to the students' needs, it became increasingly difficult to meet the demands while continuing with the routine work of the agency. Women Working with Immigrant Women, in an effort to coordinate this "Community Education" needed by the students, called a meeting of all summer projects to discuss the various projects and to look at the possibility of coordination. This proved to be a very useful and productive exercise. Some coordination did occur and, at the end of the summer, Women Working with Immigrant Women with Cross-Cultural Communication Centre sponsored a series of workshops to allow summer projects to evaluate and present end results to other community organizations.

Last summer's efforts demonstrated the need for a more coordinated and organized approach to the summer work projects. Women Working with Immigrant Women felt it necessary to call sponsoring agencies together to discuss this issue and to make recommendations that would be beneficial to both the sponsoring agencies and the funding bodies. It is as a result of a series of meetings with some agencies that we arrived at these recommendations which are directed both towards sponsoring agencies and funding agencies.

Women Working with Immigrant Women would be willing to undertake to continue the process of coordination which began last summer. The role of Women Working with Immigrant Women will be to organize and administer the orientation program with the cooperation and assistance of other agencies.

Recommendations for summer projects

Part I To funding agencies

1 Each project should be allowed 100% direct operational costs to cover both salary and benefit costs involved in hiring the necessary staff as well as the immediate costs arising from the work undertaken during the period of the grant.

2 The government agencies should provide a simplified method of doing bookkeeping and it should be handled by the agency sponsoring the project.

3 Official approval of the project should be given one month in advance in order to accomplish the necessary hiring and other arrangements in readiness for the work to begin.

4 Standardization

Summer project grants have traditionally had huge discrepancies in the wage structure. This often creates problems for students working on the same projects funded by different agencies. Also some wages are at the level of, or below, the minimum wage standard. For that reason it is recommended that all summer projects should have a standard wage structure that takes into consideration the following factors: Students are returning to school and want to save money. Students are hired because of special skills and ability, and not simply because they are students. Sponsoring agencies are unable to supplement or make up differences in the different wage structures.

Hiring

1 The sponsoring agency should be responsible for the publicizing and hiring of the project staff.

2 Sufficient time should be allotted for the hiring and screening process of the summer projects by the sponsoring organizations, allowing for the project manager to start one week in advance.

3 While emphasis should be placed on getting the best people for the jobs, preference should be given to students of all ages, including unemployed youth.

Part 2 Orientation - to sponsoring agencies

1 The practise in the past has been for students involved in projects dealing with immigrant women to drop in at random at the various community agencies seeking information. This obviously creates problems for agency staff who are overworked, especially during the summer when some staff are away on vacation. Women Working with Immigrant Women is proposing a structured orientation program that could provide for both the spreading of information about specific community organizations and the holding of workshops on concerns and issues. This could also include an open house of both government and non-government agencies. For such an orientation to be effective, it should be

mandatory for students employed in such projects to attend the orientation program. This would be beneficial to students in helping them structure a work plan and would relieve the agency of endless hours of repetitive interviews.

Recommendations to sponsoring and funding agencies

Invitation to orientation workshop organized by Women Working with Immigrant Women

Dear Friends:

On Friday June 13, 1980 Women Working with Immigrant Women will be organizing a half day orientation workshop for summer students as a first step in the "Summer Project coordination" attempt.

The workshop will have two objectives:

to present students with information on various community agencies that deal with immigrant women, thereby eliminating random "drop-ins" on various agencies.

to discuss and design stratagies for carrying out the various summer projects.

Women Working with Immigrant Women feel that in order to make the workshop meaningful it is important that students be encouraged to attend and be prepared to participate in discussing the goals and objectives of their particular summer projects.

We have a prepared kit called "By and About Immigrant Women" that will be available for students at the cost of $3.

Refreshments will be served. Please feel free to contact me for more information at 922-1256.

Sincerely yours,

Marcie Ponte
Coordinator

Summary of seminars describing workshop of 1979 projects

Summer projects

The following group of discussion seminars are directed towards summer projects which took place in various community centres throughout the city. The series is being sponsored by Women Working With Immigrant Women and Cross-Cultural Communication Centre.

The first Tuesday evening discussion series this fall is intended to provide a number of community organizations with an opportunity to share the results of their summer projects with a wider audience of interested people.

Tuesday September 11 COMMUNITY MULTICULTURAL RESOURCES PROJECT Sponsored by the CCCC. This project updated the centre's library resources in several of Toronto's ethnic communities, and developed a new collection of children's multicultural literature and related critical materials for teachers. There will be a display of the project's new resources and the project staff will be present to answer questions.

Tuesday September 18 WE WOMEN WORKERS A slide/tape presentation developed by Employment Services for immigrant and working women. The presentation focuses on immigrant women and alternative ways of organizing at the work place. There will also be a display of material on employment for immigrant women covering a wide range of issues and concerns.

Tuesday September 25 MENTAL HEALTH SERVICES FOR IMMIGRANT WOMEN Project sponsored by working women. Presentation followed by discussion on the findings of a study entitled "Immigrant Women and Mental Health." The study focuses on women who do not speak English and the availability of counselling services in the community, in hospitals and in private practice.

Tuesday October 2	IMMIGRANT WOMEN SPEAK Project sponsored by St. Christophers House. Immigrant women from the Spanish, Portuguese and Italian communities talk about their situation in Toronto and compare it with their lives in their countries of origin. Recommendations are made regarding different programs and services for immigrant women.
Tuesday October 9	IMMIGRATION: CHILDREN'S EXPERIENCES A slide/ tape presentation developed by the Riverdale Intercultural Council. The presentation focuses on the history of Canadian immigration from the point of view of immigrant children.

EACH PROGRAM WILL BE HELD AT THE CROSS-CULTURAL COMMUNICATION CENTRE

1991 DUFFERIN STREET
BEGINNING AT 7:30 P.M.

Women Working with Immigrant Women

Summer Project Orientation Workshop

Women Working with Immigrant Women is offering an orientation workshop for summer students to present them with information on various community agencies that deal with immigrant women, thereby eliminating random "drop-ins" on various agencies.

The afternoon workshop is for students of member agencies of WWIW only and will focus on discussing strategies for carrying out the various summer projects.

FRIDAY JUNE 13, 1980
9:30 a.m. - 3:30 p.m.
NIAGARA AREA OFFICE

9:30 - 10:00	Registration and coffee (morning workshop is open for all students interested)
10:00 - 11:00	OPENING REMARKS Introduction of member agencies of Women Working with Immigrant Women and an overview of how community agencies function.
11:00 - 11:15	COFFEE BREAK
11:15 - 12:00	Introduction of students and their projects followed by questions and discussion
12:00 - 1:30	LUNCH BREAK
1:30 - 3:30	(the afternoon workshop is specifically designed for students of member agencies of WWIW) Small group discussions according to work to look at the following: (a) information sharing (b) discussion of goals and objectives of projects (c) strategy and implementation (d) common work - plans for collaborating followed by a planning session of evaluation workshops to take place in September
3:30	End of workshop

For more information call Marcie Ponte at 922-1256

Annex 2

Member agencies of WWIW
Application for membership

Name of Agency _____

Address _____

Postal Code _____ Phone _____

Contact Person _____

Position _____

Address to which correspondence should be sent if different from agency's _____

Please check activities in which you want to be involved.

Become an active member by:

____ Participating in one of the committees.

——— Become a volunteer

Or

——— Be on the mailing list

____ Attend general membership meetings

Date _____ Signature _____

Please return this form with a check for $10 for institutions
$ 5 for individuals

Payable to WOMEN WORKING WITH IMMIGRANT WOMEN

Annex 3

Project Outreach

Questionnaire soliciting input for the workshops from social agencies

QUESTIONNAIRE

Name _____

Address _____ Phone _____

Type of service _____

_____

Funding _____

Numbers of workers _____ Structure _____

Who are your clientele? _____

Do you have a program for women? _____

Among your clients do you see any specific needs of immigrant women?

_____ In which area? _____

Do you see the need for a umbrella organization for immigrant women?

_____ What would you like to see this umbrella organization doing? _____

How do you think your organization could be involved in Women Working with Immigrant Women? _____

_____

How do you think Women Working with Immigrant Women can help you? ___

_____

_____

QUESTIONNAIRE (cont'd)

In which project of Women Working with Immigrant Women do you think your organization will be interested? _____

_____

Do you have any suggestions or ideas that could be useful to Women Working with Immigrant Women? _____

_____

Annex 4

Excerpt from WWIW 1979 Evaluation Report

Making Changes

July 4, 1979 to August 22, 1979

Making Changes was a project sponsored by Women Working with Immigrant Women, Black Education Project, Cross-Cultural Communication Centre and Employment Services for Immigrant Women. This was an eight week course (for immigrant women) one night per week from 7 to 10 p.m. and took place at the York Main Library.

The course offered the following:

opportunities in class to practise difficult situations e.g. job interviews or telephoning
information about community agencies and services
information about going back to school
continued support after the course to help them carry out their plans

The project was successful and brought out warm feelings and commonalities in the group which led to the genuine concern that the women felt for each other. Responses and evaluations from the women involved expressed the desire to have programs such as this one on an ongoing basis - whether to exchange recipes, talk about their children or about personal things that affect them in their daily lives.

Particular emphasis was placed on the areas of Oakwood, Eglinton, St. Clair and Marlee because these areas comprise a significant percentage of West Indian women. There were two staff persons: one for the course and one for childcare. The attendance was a regular 10 with a registration of 20.

Annex 5

The WWIW resource kit for workshops or seminars

Introduction

This kit explores areas of interest and concern to immigrant women. It is organized to focus on these themes: employment, family, mental health. Of course, each of these issues is not totally separate; all overlap in the reality of the immigrant women's life. For example, a woman who suffers from stress at work has a problem in the area of work and health.

At the present time there is no lack of material on the employment of immigrant women. However, in doing the research for this kit we discovered major gaps in the available material in print on health and education of immigrant women. This is not to imply that no work is being done with immigrant women on these issues. It is. But at the present time, such work has not been documented.

It is, indeed, surprising, given the wealth of literature on and by the women's movement, that immigrant women have been dealt with so peripherally. It is fair to say that most of the material that does exist is about and not by immigrant women. Unavoidably, this contradiction is reflected to some extent in the materials in this kit. We feel strongly that there is a dire need for immigrant women to write about their own experiences and concerns, and to be the primary resource for educating both the women's movement and the rest of society about their situation, their concerns, and the need for change.

The materials in this kit have been chosen to explore the different issues related to the three main themes: employment, family, and mental health. They have been selected to concentrate on the present situation of immigrant women rather than the past. Historical material has only been included when it helps to clarify current conditions.

It is our hope that this kit will assist both people who work with immigrant women, and also immigrant women themselves who are attempting to see their struggle in a broader perspective.

By and about Immigrant Women

Contents

Section I (Buff paper)

Family

1 Excerpts from:
The Immigrants
by Gloria Montero

2 Excerpts from:
The Working-Class Immigrant Women
by Ana Alberro

3 Workshop on Being Non-White Female
by Dr. Ralna Ghosh

4 Family and Work
from Multiculturalism (Vol. II, No. 4)

Section II (Orange paper)

General

Excerpt from:
The Immigrant Women
by Ana Alberro and Gloria Montero.

Section III (Blue and orange paper)

Mental health

1 Excerpts from:
The Italians in Toronto
Mental Health Problems of an Immigrant Community
by F. Allodi, M.D.

2 Excerpts from:
Outreach for Understanding
ed. George Bancroft

3 The Organization of Social Services and its Implications for the Mental Health of Immigrant Women
Excerpts from a report by Ana Bodnar and Mariles Reimer.

Section IV (Yellow paper)

Employment

1 Excerpts from:
Problems of Immigrant Women in the Canadian Labour Force
by Sheila McLeod Arnopoulos

2 Excerpts from:
The Italian Immigrant Women in North America
(The Multicultural History Society of Ontario)

3 East Indian Women Farm Workers
by Marguerite Cassin
from Multiculturalism (Vol. II, No. 4)

4 East Indian Working Women
by Anjana Murthy
from The Asianadian (Vol. I, No. 4)

5 Excerpts from:
Women at Work 1850-1930
Canadian Women's Educational Press

6 Excerpts from:
Domestic Labour
by Andrée Dandurand
OVO Magazine

7 Organizing Workers in the Garment Industry
by Winnie Ng
Immigrant Women Services

Flyers of community agencies and programs for immigrant women in Metro Toronto

Bibliography of Centre's Resources on Immigrant Women in Canada and their countries of origin, by the Cross-Cultural Communication Centre.

* If you know of any other relevant material on the above themes please contact WWIW at 922-1256 or CCCC at 653-2223

* Bibliography of audio-visual materials on, by and for immigrant women in Canada is available at CCCC

Annex 6

Project Outreach
Recommendations of the workshops

A Recommendations of the Mental Health Workshop

We need to:

1 Sensitize health professionals to make them more responsive and supportive of our views;

2 Lobby with political bodies;

3 Press universities and other academic institutions to adapt their curricula to today's reality; to modify their criteria for accepting students so as to recognize valid diplomas from abroad;

4 Seek more long-term funding for mental health;

5 Press for preventive mental health care.

Action to take

a Groups of front line workers should be set up to deal with "burn out."

b There is a need to educate and train immigrant women and to sensitize front-line workers in the suburbs to ethnic cultural values and problems.

c A network should be set up to refer women for counselling by other than medical practitioners.

d There should be follow-up on such referrals in order to evaluate the alternative type of counselling received.

e More information on mental health should be shared among the two or three existing networks and agencies that work with immigrant women so that each knows better what the other is doing.

f More non-medical counselling clinics for each ethnic group should be available. (They might be organized perhaps by the ethnic groups themselves.)

g We should involve more and different groups in setting up mental health programs.

h We should find out how those who receive financial assistance for mental health programs and the parallel counselling services have gone about it.

B Recommendations of the Health Workshop

1 We must learn how to use the political system at all levels more effectively;

2 There is need for collective action by all agencies;

3 The community workers' input in government bodies should be strengthened;

4 We should seek concrete solutions and provide a framework in which to apply them, rather than just discuss the problems;

5 Critical support should be given to the brief presented to the steering committee of Metro entitled "Health in the 1980s";

6 We must base counselling on the premise that "Health is not only Health." Health is related to, and influenced by, all the factors in one's life;

7 The public must have access to information about the following:

Occupational Health Act

patients' rights

environmental health rights

translation and interpretation services available in hospitals, clinics, etc.

C Recommendations of the Education Workshop

1 The agencies need more information on what can be demanded for their clients in adult and literacy classes funded by the provincial boards of education and the federal government.

2 There is need for more coordination of efforts to promote adult literacy in particular and a better system of referrals to increase access to literacy programs.

3 There is need for clearer, more relevant criteria, based on the needs of immigrants, for funding ESL classes.

4 There is need for collective action to deal with submission to funding bodies so as to avoid competition for funds between ethnic groups.

5 There must be more lobbying to remove the sponsorship provisions in the immigration law which discriminate against women.

6 There is need for critical analysis of the causes of certain mental health problems.

7 We should develop a more structured network of community groups and a more structured system of referrals.

8 We should develop a systematic map of problem areas where services for immigrants are lacking and research appropriate strategies to deal with them.

9 We should continue to promote continuity in the staff development of those who are working, and those who would like to work, with immigrant women.

Case Study No. 3

In Vancouver, 1 and 1 make 5!

An introduction to projects which change people's lives: some case histories

"We are so pleased to talk to you personally about what has been done in Vancouver. It is much more preferable than addressing a letter 'To whom it may concern.' That is like crying out in the wilderness; you never know if anyone is listening."

These words welcomed me to a gathering of smiling, enthusiastic members of several ethnic communities in Vancouver. They knew that I had come West to meet the next day with Beverly Nann, the coordinator to two remarkable integration projects, and her program assistant, Maryann Bird. The meeting had been called to describe to me the "operational mechanisms" of the projects: one called "Immigrant Resources" and the other "Home-School Liaison." Carole Ann Soong and representatives of the coordinating committee of the latter project were to attend the meeting also.

But clearly, everyone present at this gathering felt there was something vital about the projects to tell me first. They wanted me to know that their daily lives and those of their children, neighbors and friends, had really been affected by these projects because they had actually resulted in change. It was this change that everyone now wanted to talk about.

A dignified, turbaned gentleman spoke first, reading a prepared statement:

"During the last few years in which the Home-School Workers have been active in Vancouver East schools, I have noticed marked improvements in our community's attitude. For the first time, East Indian parents recognize their vital role in a society they previously viewed as hostile. The Home-School Workers have been able to explain the Canadian school system to families who don't speak English yet.

"The Workers have also explained to our youngsters and to their parents, the pattern of behavior, quite different from ours, required in a Canadian classroom. Our children now relate better to their classmates, and the Canadian children and teachers are relating to them. Moreover, as the students made this adjustment, their studies improved - much to their parents' satisfaction.

"Now that the workers are present at school functions to translate and interpret the proceedings, parents from our community readily attend. For the first time they can voice their educational concerns and exchange ideas with the staff. There is open, effective communication.

"Finally, parents who never thought of doing so before, are enrolling in English classes, motivated at last to integrate their lives with that of the larger Canadian community. In a word, the Home-School Workers have inspired a long absent confidence in the hearts of both the parents and students with whom they deal. In my mind, and in that of the East Indian community, they have been pivotal in effecting positive change."

Heads nodded in agreement.

"Yes, we've also noticed the same thing. Fear of assessment and placement is frequent among those who don't understand it. The case of a 12 year-old in our community is a good example: Although this child had been in Canada for four years - and attending ESL classes for almost as long - the school work wasn't improving. The youngster's parents, however, were reluctant to permit testing to ascertain the reason. The school staff finally requested the Home-School Worker to approach them.

"You see, the worker could relate to the parents' fears and explain the testing process sympathetically to them. The father signed the consent forms. After the tests - psychological, medical, etc. - for which the Home-School Worker made the appointments, the doctors discovered a hearing problem. The child's mother, who didn't speak English, had never before had any communication with the school. She didn't know there was a learning problem and simply had not taken seriously her child's complaints about not understanding what the teacher said! Now of course the whole family, like the teachers, are relieved and grateful. Everyone is comfortable with the solution."

"Yes, feeling comfortable with the system is a wonderful feeling. And many Chinese parents, too, with a Home-School Worker on hand to interpret, feel comfortable, for the first time, at parent-teacher interviews. As a result, they are also enrolling in English classes, finally convinced that they can feel comfortable in the surrounding Canadian environment as well."

"Oh, learning English! It's not easy for most adults in our community. Yet it is the most essential task. Until the first Vietnamese-Chinese Home-School Worker was engaged this September, both the children and parents in our community faced a real dilemma. But the workers helped the school identify the right class for the children, and they made understanding this new life style - to which both generations must adapt - much easier! That understanding has been the key to motivating the parents in our community, also, to enroll in English classes."

"You mention the new life style in Canada," interjected another. "That has posed some serious problems for youths in our community - and for their parents who want to help solve them. But in order to do so, they must know what goes on at school. Until a Home-School Worker who spoke our language was available to interpret, many of us had no way of finding out. Now it is different. A father I know contacted the worker because he wondered if his child was attending classes regularly. He wanted to know if he was working well, and why he came home late every day. He was worried about his behaviour and who his friends were.

"The Home-School Workers accompanied this father to interviews with all the teachers; she initiated real cooperation between them. Then, because working out this student's problems involved solutions beyond the school, she explained how two social agencies could help. Today, through this worker, the school and those agencies are keeping in contact with the child's home. The chances of a successful outcome have been much improved."

"I was touched by all the stories I heard, and particularly struck by the last one. At the meeting the following day, I could not help remarking on it - and on how impressed I was by the people-oriented service the workers provide. I remarked also on the link they established between the home, school and city social services.

"There is another important aspects of this case that will interest you," Bev Nann said. "It was the mother in this family who urged her husband to contact the Home-School Worker. She and her four year old twins were already enrolled in the moms and tots groups conducted by the Immigrant Resources Project. She had seen the twins blossom there, and she knew the progress she herself had made. Her group leader, whom she liked and trusted, was, at the same time, the Home-School Worker at the older child's school. She was confident that her leader-worker could help."

The multiplier effect: 1 + 1 = 5

"So that's it!" I exclaimed, thinking out loud. "That's why the impact of these two projects has been so great. They overlap and reinforce each other. There's been a multiplier effect, so that here in Vancouver, one and one make five!"

Bev Nann laughed when she heard me. "Maybe that's the new math we've heard about! But joking aside, you are quite right. The complementary objectives and activities of the two projects are their essential characteristic.

"Let me tell you something more about them and how they work together."

The extent of the problem

"I don't think I have to outline the needs to which the Home-School Liaison Project was responding. The case histories you heard yesterday explain why both our school personnel and immigrant families felt it was imperative to communicate with each other. You may not realize, however, the extent of the problem: In Vancouver today, 43% of the student population do not have English as their first language! They are not all recent immigrants; many of the children were born in Canada, but their parents don't speak English. As a result the children are not sufficiently fluent either.

"What's more, our city schools are a real Tower of Babel: the Home-School Workers insure liaison with eight ethnic groups speaking 10 languages: The East Indian (Punjabi and Hindi), Greek, Portuguese, Filipino, Chinese (Cantonese and Mandarin), Vietnamese, Italian and Spanish. And we only wish our budget would let us add Workers to help with the Korean, Laotian, Cambodian and Japanese students as well (Annex 5)."

Our target populations and objectives

"As you can see, the immigrant population reached by both projects is as varied as it is large. The specific target group in that population served by the Home-School Liaison Project is the school age child and his family. The non-immigrant population served is the staff of our schools - the principals, vice-principals, teachers, guidance counsellors, school psychologists, nurses, speech therapists, and special ed. placement teams. All of them use the liaison services extensively. It is they who refer over half the problem cases to our workers.

"The same immigrant population reached by the Home-School Project is also served by the Immigrant Resources Project. Here, however, the specific target groups are young mothers and their preschoolers. The project's aim is to give these children the head-start they need to fit easily into class when they enter school; and to give their mothers the information, social orientation, counselling and basic English they need to communicate and feel comfortable with the school system - and with Canadian society in general.

"You can understand easily I'm sure, how the target populations and the objectives of the two projects overlap. I think I might mention, however, that the underlying concept of the two projects is the same, also."

The "bridging" concept

"Yes, I see that, too, It's the 'bridging' concept, epitomised by the bicultural, bilingual person - the community relations worker who 'connects' the immigrant to the surrounding Canadian environment."

"That's right," Bev replied. "In one project the 'bridge' is personified by the ethnic Home-School Worker; in the other by the other ethnic group leader. And, as I've said, 'they' are often one and the same individual wearing two hats. Six of our seven group leaders are home-school workers, too. They are experienced in community relations and possess a thorough understanding of the bridging concept and their own role. Because they understand and appreciate both the immigrant and Canadian cultures and have made a good personal adjustment after emigrating, they can serve as role models for the families with whom they work. As such, they are the mainspring of both projects. And, of course, they share the basic philosophical assumptions on which we work."

"Your basic assumptions?" I asked. That sounds important! "What are they?"

Our basic assumptions

"Here, have a look! When I prepared a manual for my staff on the Immigrant Resources Project, I summarized them at the beginning of my text." She passed me the document:

1 That a bilingual bicultural approach is essential for non-English speaking immigrants if communication is to be effective and meaningful. This allows the immigrant to participate in activities to the extent to which she is capable, and desires to do so.

2 That achieving some fluency in English is essential if the immigrant is going to be able to step beyond her own ethnic community in any meaningful way.

3 That initially, non-English speaking immigrants need a bridge, a social support group, comprising people of their own ethnic background (to replace the social support system severed in immigrating), to meet their social and mutual aid needs (something familiar and comfortable in a strange new world).

4 That given a supportive, encouraging environment, immigrants can develop the confidence to cope with the larger community and become more actively involved, contributing members of Canadian society.

5 That an orientation experience can help to facilitate their integration into Canadian society.

6 That people learn best through "first-hand" experiences.

7 That the children of immigrants also need to be prepared for life in Canada.

8 That it is important to protect the integrity of the family by involving the entire family whenever and wherever possible. (The orientation experience will have greater impact if the entire family is supportive and involved.)

When I had finished reading, Bev continued:

"Those assumptions are relevant to both projects, of course. The Management Committee of the Immigrant Resources Project - the older by three years of the two - saw this at once. Thus, when the Home-School Liaison Project began operations in 1978, they offered to share with it their resources - that is, their administrative and program staff. The offer was accepted readily and the two have collaborated ever since. It has proved a very efficient, and effective way of delivering a global service in the community.

"But before we discuss the two projects as a whole, why not let Maryann give you the background of the older project - Immigrant Resources - first."

The origin of the Immigrant Resources Project

Maryann took over with a smile: "The Immigrant Resources Project began in 1975. It was sponsored by the Strathcona Community Centre Association and funded by the Secretary of State. Its target population was, as Bev said, young mothers and young children. That first year, 30 women and their preschoolers were enrolled in a group program. None spoke English!

"Originally, we had intended to form an ESL-orientation group for the mothers only. These women, we felt, were pivotal members of the immigrant family. But the school board's concern for the needs of immigrant children led us to include a preschoolers' head-start acculturation program in the project. We decided to locate the group in the neighborhood community school where parks and recreations and the board of education hold special courses of all kinds - crafts, adult ed. classes and the like. We have found that a neighborhood school is an ideal place for immigrant programs: it's politically and religiously neutral, and the school principal is a respected figure. All these factors contribute to the prestige of the program and attract participants (Appendix 3)."

Program models and volunteer help

"The model program we developed that first year has been the basis of our programming ever since," Bev continued. "Each year, however, has seen innovations and additions, and the development of new techniques to reach our objective - the integration of these 'hard-to-reach' people into the mainstream of Canadian life. We have acquired a wealth of experience over the years and, in 1978, I undertook to produce the manual I mentioned to transmit it to others who wished to establish similar programs.[1]

"In order to present a complete picture of the range of services we have provided, the manual presents a 'composite picture' of the many ways our groups have been organized and programmed. No

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1 This manual, Uprooting and Surviving (Copyright pending), may be obtained by writing to Beverly Nann, Coordinator IRP, Immigrant Resources Project, 622 Seymour Street, Vancouver, B.C. V6B 3K4. Cost: $6.

single group ever provided, at the same time, all the services, or used all the ideas I describe. The manual now serves as a guide for our group leaders. It takes time and a lot of experience, however, before each of them integrates the many, many techniques it presents into her own program. Moreover, each leader is an individual with her particular style. And each group is a little different from the other.

Since the project began, the number of groups has increased steadily each year - and so have the number of agencies funding them (Annex 1). This point is important because it reflects the ever-broadening support for the services our project provides in the community. Another important indicator of community support is the significant number of volunteers who have helped make the Immigrant Resources Project so effective: This year, 6,200 hours were contributed by 59 people! We organized seven groups in which a total of 194 mothers and 195 preschoolers were enrolled."

"6,200 hours!" I exclaimed. "Those figures reflect a tremendous cooperative effort."

"Yes, it does," Maryann replied. "The Immigrant Resources Project is lucky to have an expert coordinatr of volunteers who could ensure that those hours were effective. Before the coordinator took this job she was a volunteer with our organization. As a result, she knows our needs intimately. She also knows how to handle the sometimes delicate relations between the volunteers and our salaried staff. It's important for both groups' work to complement each other, without either one feeling threatened."

"How does the project pay the salary of the volunteer coordinator?"

"So far it has been covered by a grant from the Vancouver Foundation. But we can expect only one more year's help from them since this foundation primarily provides 'seed money.'"

"I see," I replied, imagining already the negative effects the loss of the volunteer coordinator could have on the efficacy of the volunteers' work - and even on that of paid staff. "I imagine," I added, "that the project relies on other paid staff, too, in addition to yourselves and the volunteer coordinator."

"Certainly," Bev replied. "It would be impossible to undertake this kind of project without a core of experienced professionals. I give half my time to the IRP project (and half to the Home-School Workers). It has worked out beautifully, thanks to having Maryann as my program assistant. She is an exceptionally dedicated and strong leader. There are others in addition: Marg Douglas, who was seconded from the Immigrant Services Society to be advisor to our ESL teachers and the volunteer coordinator; one ESL and seven preschool teachers - since 1977 all professionals - who are employed part time; and last but not least, three baby sitters. I want to add that although 59 volunteers assist them, all the staff have generously committed many extra, unpaid hours, participating in planning and workshops."

Our groups: all the same, and all different

"I'm anxious to hear more about this year's groups," I said. "It's particularly interesting that while all of them are predicated on the same philosophy, you've stressed that all of them are different."

"They really are," Maryann reiterated. "Here's a brief description of the seven. You'll see that every one of them has something special, individual, about its structure or its program." And she passed me the project summary below:

1 STRATHCONA (Chinese)

Total number served

27 adults
38 children
11 volunteers

Four years ago, the IRP program was pioneered at this location and a new Chinese group has been recruited and served at Strathcona each year. There continues to be a need for our services at this Chinatown location as this area continued to draw the new Chinese immigrants and refugees. A unique feature of this group is its extensive use of junior volunteers; senior elementary students have assisted in the preschool for the past three years. Our project provides these students an experience in volunteer service to the community and in exchange our program has an added human resource extending the services of the preschool teacher.

2 BRITANNIA (Chinese - Italian)

Total number served	22 adults 18 children 6 volunteers

This year, Britannia provides our first experience with a bicultural, bilingual clientele. The reality of Chinese and Italians living side-by-side as neighbors in East Vancouver led us into pioneering a dual cultural group in this community. We assumed that both cultural groups could benefit from a shared group experience. To quote from a year-end evaluation by Lynn Westwick, the ESL teacher:

> They began the year ill-at-ease strangers, personally and culturally, and ended the year as a group of friendly acquaintances with some beginning friendships. The exchange culturally was very successful. I have observed them sharing opinions, frustrations, jokes, fears, recipes, customs, family experiences, likes and dislikes. They have been generous and supportive with each other in attempting sometimes uncertain tasks in and out of classrooms. I recommend the establishment of similar bicultural groups (in future). The opportunity for English language and cultural growth is great.

The mix of the two cultures in the preschool was also beneficial for the children. Leaders found this cultural duality a more exciting and stimulating challenge than working exclusively with their own ethnic group. The cross cultural learning and exchanges were also highly valued by other staff and volunteers.

3 MOBERLY (East Indian)

Total numbers served	31 adults 50 preschoolers 12 volunteers

In three years of working with the East Indian Community, sporadic attendance, lack of commitment associated with seasonal farm labor, poor weather conditions and other cultural factors have presented many challenges to our leaders. This year, a mid-year change of leadership also proved disruptive - resulting in almost a complete turnover of membership. Despite these continuing frustrations, the leaders and other community workers are convinced of the need to continue to attempt to reach out to this population with our services.

A year-end evaluation recommended new strategies for meeting the needs of this clientele, such as:

a shorter, more intensive commitment: i.e. a three days a week program for a three month period;

greater concentration on basic survival, orientation programs;

more English instruction.

4 GENERAL GORDON (Greek)

Total numbers served	29 adults
	29 children
	8 volunteers

Our experience with the Greek Community has shown that they readily accept the value of preschool orientation for their children, but question the need to learn English or be involved in the adult activities themselves. Despite their initial reluctance, we have been highly successful in engaging the mothers in fruitful, monthly parenting discussions carried out by our Greek preschool teacher. In this program one sees the value of a bilingual preschool teacher who can work closely with her mothers.

The year-end evaluation recommended the following:

that regular parenting discussions become an integral part of next year's program;

that there be mandatory commitment for parent involvement in either the adult or preschool program if a preschooler is to be enrolled in our program;

that consideration be given to assisting Greek parents to develop a cooperative preschool to meet the needs of this community for an ongoing, affordable preschool located in this neighborhood.

5 FRANKLIN (Chinese - Italian)

Total numbers served	29 adults
	20 preschoolers
	9 volunteers

Membership in this group was equally divided between Chinese and Italians. It included five grandparents who enrolled with grandchildren left in their care by working parents. In this group despite initial wariness, the many cultural exchanges taking place during the year increased their tolerance of cultural differences and of one another, and promoted a strong group spirit. The year ended with the Chinese and Italians feeling so comfortable with one another that they opened up their homes to each other.

As the potential non-English speaking clientele suitable for our service is not large in this locale, we will not be initiating a new group at Franklin next year. We will assist last year's group through its transition to existing mother and tots classes offered at Franklin and other community resources. The resources of this group will be transferred to Lord Nelson School next year, where a need has been identified for an Italian/Chinese group.

6 SEXSMITH (Chinese - East Indian) and
7 BAYVIEW (mixed - Greek)

Sexsmith

Total numbers served	30 adults 18 preschoolers 4 volunteers

Bayview

Total numbers served	15 adults 22 preschoolers 3 volunteers

At Sexsmith, a Chinese/East Indian clientele, mainly senior citizens, responded to the recruitment, bringing with them their grandchildren to enrol in the preschool program. We addressed our parent education services to these substitute parents. At Bayview, where two groups met, a Greek Seniors group and a mixed ESL group were recruited.

Counselling and referral services were provided jointly by our project staff and the Community Education Services' Mother and Tots program in both Sexsmith and Bayview schools.

This joint consultation model confused the staff because the lines of responsibility were unclear. Despite these administrative difficulties, the clientele nevertheless felt well served.

Each year brings innovation

When I had finished reading the description of the groups Maryann continued: "The innovation this year was the introduction of bi-cultural groups. They were markedly successful. From now on, whenever possible, we will recruit group members from two ethnic communities, so as to maximize the opportunity for cross-cultural sharing of ideas and experiences. But, as I mentioned, this was not the only year that brought something new. Every one has: in 1976, for example, we expanded the number of groups and varied the ethnic origins of their members. That move led us to new activities - cultural exchanges among the participating groups. Since our staff was multicultural, too, all of us developed new perceptions during our joint planning sessions. It was a very positive experience!

"In 1977, the consolidation of the ESL and preschool programs was the most important development. Then, too, as I mentioned, that was the first year we employed professional English and preschool teachers. And that brings us up to the 1978-79 sessions when we initiated bi-cultural groups."

"But there was another innovation, too," I interjected, "your association with the Home-School Liaison Project, your sharing staff with them, and Bev dividing her time coordinating both projects."

"That's true," Maryann replied. "And this would be a good moment for Bev to take over and give you more background on the Home-School Project."

The origins of the Home-School Project, a partnership between the Project Coordinating Committee and the Vancouver School Board

"Basically," Bev began, "the Home-School Project operates as a partnership between the Project Coordinating Committee and the Vancouver School Board.

That partnership began officially, in 1978. But really, you have to go back further to understand it. You see, scattered home-school liaison services had existed for some time in Vancouver before 1978 - but on an ad hoc, irregular basis. They were funded independently by a number of agencies. In addition, the school board, itself, had initiated such a program with five workers, since one of its own reports in 1977 had indicated that the need was urgent: in just the three preceeding years, the non-English-speaking student population had grown by 3,000!

"As the need for liaison services grew, so too did the need to coordinate them in an orderly fashion across the city. Indeed, that fact was growing more apparent every day. That was why, late in 1977, representatives from six social agencies - the Immigrant Services Society of B.C., MOSAIC, SUCCESS, The Canadian Council of Christians and Jews, the YWCA, and the Neighbourhood Services Association - sat down with the Vancouver School Board to organize concerted action.

"The Home-School Coordinating Committee emerged from their meetings. That committee, in turn, met with officers of the Department of the Secretary of State, Ministry of Human Resources, Vancouver City Social Planning Department and the United Way. Their consultations led to the Home-School Liaison Project and its funding by a varied group of sponsors: the Multiculturalism Directorate of the Secretary of State, the Canada Employment and Immigration Commission (Canada Works - Vancouver East, South and Kingsway ridings), the Vancouver School Board and a broad spectrum of the city's social agencies. The most important of these were the Alexandra Foundation, the Immigrant Services Society of B.C., the Vancouver Foundation, the United Way (Demonstration and Development Fund) and the Vancouver YWCA.

"The joint funding was a real boon. It allowed the board to increase the allocation of its own funds to both the workers' service and group leaders of the Immigrant Resources Project. So you see, this is another point at which the two projects intertwined and interacted on each other.

"From the day it was created, the Home-School Coordinating Committee worked closely with the school board to further the project's aim: to establish a liaison and facilitate communication between the school and the homes of immigrant children, thus promoting students' and parents' integration into Canadian society (Appendix 2).

"They decided at the outset that each would appoint a representative to supervise the project's activities. Jim Melton and I were thus chosen. As I mentioned, I, as coordinator of the project, represent the Committee. Jim, as the board's Coordinator of Area Counselling Services, represents the school board.

How the partnership works

"Tell me, how did the two of you go about the job? Where did you begin?"

"Well, since the first aim of the committee was, as its name indicates, to coordinate the different models of home-school service pioneered over the years by different groups, we began here. Our first step, therefore, was to integrate into the project the existing models! Basically there were five

assignment of worker to one or two schools in an area of heavy ethnic density;

assignment of a worker to a secondary school and its tributary elementary schools;

assignment of part-time workers to community schools;

assignment of workers as 'floaters' to handle all groups or schools not covered by the above;

assignment of some workers part-time as group leaders for the Immigrant Resources Project.

"Next we had to elaborate job descriptions (Annex 2) and engage personnel. An administrative decision had to be made because in Vancouver only teachers, and not social workers, can be engaged as guidance counsellors by the school boards. Quite naturally, the home-school workers, have, in general, a social-work background. They are, therefore, administratively attached to student services and, for want of an alternative, they are members of the clerical union, not the Federation of Teachers."

"Did you and Jim always see 'eye to eye'?"

A difference in emphasis

"Not really, I must admit. When the project began, Jim and I naturally discussed how much time the workers would spend with student and parent groups, and how much with individual students and their families (Annex 3). Then, as time passed, we discussed at length what the workers were doing and/or should be doing, in the light of the goals of the project. I discovered that while we agreed on their activities, each of us had a different emphasis: Jim considers that the prime function of the home-school workers is 'to facilitate communication' - in a concrete, immediate way. The coordinating committee and I feel that their prime function is to effect integration as a result of that communication."

Making integration happen

"Some have said that we're splitting hairs, because integration will inevitably follow improved communication. I'm not sure that this is really true. It is one thing to translate what the school principal is telling a parent. It is another thing to interpret his words - to explain why he said them, and make the parents feel comfortable about participating actively in the principal's decison. It is one thing to translate the school's rules and regulations to a student. It is another thing to assist him in making a viable personal adjustment.

"If you examine the time sheets the workers filled out for the board of education's evaluation of their services (Annex 3), you'll see what I mean. It takes time to explain and to help. That is why I, like Carole Ann, have always emphasized the integration component of the home-school worker's job. Integration isn't automatic. I think you have to 'make it happen.' This is the reason I would like to see an advisory committee, composed of representatives from the funding bodies and the social agencies - the ISS, YWCA, United Way and CCCJ - established right away. Since the Home-School project ended in June, we need that advisory committee to consult regularly with the school board and to sponsor activities which would safeguard the cultural integration objectives that were a key component of our project. I think it is very necessary to make sure that these objectives are not forgotten just because the first Home-School Project has ended.

"Ended!" I exclaimed in disbelief, "but I thought everyone wanted it to continue!"

The project ends but its services continue

"Everyone wants the services to continue, and, up to a point, they will. I am proud to say that 12 of our Workers will carry on since they have found a permanent home with the Vancouver School Baord. But the project as such - that is, the activities of the 17 Workers, for whom funding was raised by the Vancouver Home-School Coordinating Committee, and whose work was jointly supervised by a representative of the committee and of the school board (myself and Jim Melton) - that project has ended. As a result, unless on-going funding from federal and/or provincial sources can be found, the entire cost of the workers' service will have to be borne by the school board alone. In that event the services could only continue on a much reduced scale, and their nature would be seriously altered.

I say this because the 12 workers for whom the board is prepared to assume full responsibility will be very hard pressed. Basically they will only have time to respond to the interpretive and administrative needs of school personnel. Most unfortunately, they will not have the time to carry on with social and cultural integration services for immigrant families. This is in essence what a cut of five workers - when really an increase of nine was required - would do to our liaison program. It would be a very severe blow, indeed.

A cut in services in the project's permanent home

"A cut of five," I mused. "That significant reduction in staff, with the inevitable alteration in services must worry you all!"

"Yes, of course. Jim Melton professes to regret it as much as the coordinating committee and I do. If it happens, some highly trained, effective members of our staff will have to be let go. They'll be short-handed and Jim recognizes that one worker can't be in two or three places at the same time. Nevertheless, he sees the cuts as a reductioon in the range of services provided, rather than as a change in their nature or quality.

"Fortunately, however, Dr. Lupini, our School Board Superintendent, supports creation of the advisory committee. He understands the threat to the integration components of the service which any cut in staff entails. He shares our view that if you want to preserve the nature and quality of these services it is dangerous to reduce staff drastically. He knows you have to find ways to make all 17 workers more effective, and make sure they aren't swamped by their workload."

"Yes, I noticed these recommendations in the coordinating committee's final report. In fact, they indicated that even 17 workers were insufficient and over-extended (Annex 5).

"They certainly did. I think, moreover, that a formal evaluation of the quality of the workers' services would confirm the committee's view. So far, however, we have only evaluated informally the effectiveness of the liaison services, and the school board has conducted an evaluation which is only a descriptive study. As I said, a formal evaluation of quality hasn't been undertaken yet. But since we have all been thinking about quality, we are aware of improvements we want to make.

"One improvement Dr. Lupini plans to introduce will be particularly useful. He intends to make all the school personnel aware of the Home-School Liaison Service. This way the workers can be called in at the beginning of a problem, rather than as a last resort. That's an important step in the right direction. But several other things will have to be done too: increasing the liaison with other city agencies, in-service training, counselling workshops, and workshops to ensure that the workers keep their cultural integration function firmly and constantly in mind. I should add that these are things the coordinating committee had always wanted to do."

"But why didn't they then?" I asked.

"You remember what Charlie Paris said," Bev answered. "As he put it, 'We felt all along that we should be doing in-service training and delivering other programs; but fund raising was eating up all our energies.' That's the way it was. All these things should have been, and still should be, done. But they all take money - and the time and perseverance to find it. I speak from experience because I spend virtually all my time on this exhausting task." (Appendix 2 lists agencies and offices sensitized and solicited.)

"Money, the perennial problem!... It's always with you. ..."

The irony of success

"Yes, and the irony is that the problem is still with you even when your project is a success, when everyone - the schools, the families, provincial ministries, elected officials, the citizenry - everyone is delighted with what you've done! It's still with you even when you have found a permanent home and a permanent budget for your

project! Look, the Vancouver School Board, by assuming the cost of 12 of our 17 Workers, is paying the highest tribute to our project. They are making its activities a permanent part of their own services. That is the goal of the Secretary of State's assistance. We have reached that goal. But we still face serious financial problems: assistance from the Vancouver Foundation unfortunately ends this year. Even more unfortunate, no provincial ministry, as I've said, not even MHR, has yet accepted any obligation to help fund the social and orientation services home-school workers provide. This facet of the situation needs further investigation. The school board evaluation makes the point succinctly (Annex 4)."

"Yes, I know. All of you, in fact, have been making that point since the project began in 1978. Your original application to the Secretary of State mentioned that you envisaged long-term support, after the demonstration project ended, from both the B.C. Ministry of Human Resoures and Settlements Branch of CEIC."

"Indeed we did," Bev replied. "But we have never been able to convince Settlements to play this role. They have consistently turned us down, pleading no funds or no mandate. Yet many in the provincial government seem to feel that the federal Department of Immigration is responsible for settling the immigrants they brought in. Moreover, MHR apparently feels that provincial funding of these services should come from the B.C. Ministry of Education, who, ironically, do not agree. Here are letters they wrote members of the Coordinating Committee, setting out their point of view (Annex 6)."

Overlapping ministerial mandates

"This is the dilemma you face when funds are short everywhere and your activities cut across the mandates of several departments and levels of government. Persuading them all to share the financial burden fairly isn't easy - even when you have won universal popular support. You can only wait for public pressure to force officialdom to sort out its mandates and priorities. Meanwhile, have you thought of hiring a professional fund raiser so that concerned private groups can provide resources to augment government assistance?"

Lifting the financial burden: fund raising techniques

"A professional fund raiser! Dr. Charlie Paris may be able to find one. As Regional Director of the Canadian Council of Christians and Jews, he has many business and other contacts. Moreover, he and some of the school board have been thinking about creating a foundation if sufficient money can be raised. Then the income from investments could supply on-going, core funding for the home-school workers' salaries. It's a completely new line of thought for all of us, one that some committee members might decide to pursue. Right now, however, most of them feel that when the school board took over 12 workers, the committee had, in fact, fulfilled its second objective: 'to secure long-term funding and a permanent home for the program.' They feel that now it's up to the school board and the Ministry of Education to work out future funding with MHR, Settlements and other departments of both the federal and provincial governments. They feel that they've already done their full share."

"They doubtless have. But I can see why some of them, worried by possible change in the services, still feel concerned about ensuring adequate financial resources. They can, of course, apply for on-going funding for the important integration activities you are striving to preserve. In addition, as I was saying, there is the possibility of obtaining auxiliary funds from private groups to help the school board defray expenses."

"We certainly have thought about that," Bev replied. "We've talked about raffles and, in particular, multicultural fund raising."

"Multicultural?"

"Yes, a cooperative effort by the ethnic community. Let me give you an example. The Italian Church runs very remunerative bingo games here and the Chinese make marvellous food: so we've been thinking of organizing an evening with Italian bingo and a Chinese meal. Both groups would contribute, and we'd split the 'take.'"

"The Immigrant Resources Project already benefits from a very important private fund-raising drive in Vancouver, 'Endeavor'" Maryann noted, ever since 'Endeavor' added us to the list of organizations they support, their contribution has strengthened the Mother and Preschool Program in which, as you've seen, the school board is also involved."

Then seeing my questioning look, Maryann explained: "'Endeavor' was the name of Captain James Cook's ship. The enterprising group which has taken the same name is concerned with the quality of life in Vancouver. Every year they hold a gala auction party to benefit the arts and health and social services in the city. Fabulous prizes are donated to be auctioned. Over the past 10 years 'Endeavor' has raised close to a million dollars! We are proud to be included on their list and we do our best, too, through our varied contacts, to arrange for important donations to the annual auction."

"How do you find time for all of this?," I asked. "The drive and energy of everyone involved in these two projects (Annex 6) - along with the professionalism of the staff - are such an impressive combination! As you point out in the introduction to your manual, Bev, the printed word doesn't transmit all your experience. Similarly, nothing I write can transmit all your energy and tenacity - and that of the many people who have made your techniques so effective.

"I think another intangible, too, has contributed to the success of these projects: it is the tact and graciousness with which the coordinating committee, you, Maryann and your workers have carried out these tasks. Many people I've talked to in Vancouver have emphasized the delicacy and judgement that have been required to win support from the public and elected officials. And the board's evaluation report mentions how important these qualities have been in the workers, as well. A description of the formal process, I think, sounds so much simpler than the process actually has been."

"That's absolutely true," Bev replied. "Wherever collaboration and personal relationships play a large role, we have always attached prime importance to them. We have always tried to keep uppermost in our minds that we were working in a partnership with the elected representatives of the public, the school board trustees. From the beginning of the project, therefore, we sought to involve them in all our activities. One of their representatives serves on our coordinating committee and, as we've already observed, there is constant consultation between the board and ourselves. We are very much aware that it is the board that has given the Home-School Liaison Workers a permanent home. Their personnel - principals, teachers, and counsellors, including the community school counsellors with whom we work in the Immigrant Resources Project - have to feel comfortable with the workers and group leaders. Most of them do, as Jim Melton's report indicates. But some ESL teachers, for example, those who swear by immersion techniques, still have to be convinced by our methods. We know this kind of disagreement is inevitable, but we don't want anyone to feel that we are unjustly raiding his bailiwick. Fortunately, there are more than enough students to go around. Two methods

give people a choice. Not everyone learns a new language the same way."

"Has the ESL method been a major issue?"

"No, relatively minor. Nevertheless, it reflects a larger one."

A final thought

"It is this larger issue on which I'd like to say a final word. All the complexities - emotional and practical - of the relationships between people have to be dealt with delicately in a project like this one. Earning the trust, acceptance and cooperation of everyone concerned is the hardest part of the job. It is fraught with problems. Nevertheless, it is the essence of insuring the project's success. And success is the reward worth working for. That is the thought I would like to pass on to others who may want to initiate similar programs."

Annex 1

The Immigrant Resources Project: a statistical summary of operations

Number of groups formed, funding agencies, volunteers and participants in each year of the project's operation

Year I 1975-76

Groups	Ethnic origin	Total enrollment Moms	Tots	Volunteers People	Hours	Funding bodies
1	Chinese	30	15	16	n/a	Secretary of State
Year II	**1976-77**					
1	Chinese	167	82	40	n/a	Immigrant Services Society
2	Punjabi					Vancouver Junior League
1	Greek					
1	Multi-racial					
Year III	**1978-79**					
1	Chinese	163	31	72	4,600	Immigrant Services Society
1	East Indian					Vancouver Junior League
2	Greek					Com. Ed. Dept. of the Vancouver School Board
2	Italian					
Year IV	**1978-79**					
1	Chinese	194	195	59	6,200	Sec. of State
2	Chinese-Italian					Im. Services Society
1	East Indian					Vancouver School Board,
1	Greek					Ethnic Associations
1	Chinese-E. Indian					
1	Greek-mixed					

Groups	Ethnic origin	Total enrollment Moms	Tots	Volunteers People	Hours	Funding bodies
Year V	1979-80					
1	Chinese	209	159	70	6,664	Sec. of State Immigrant Services Society of B.C. (CEIC funding) Vancouver School Board Ethnic Societies' contributions Clientele's fees
2	Chinese-Italian					
1	East Indian					
1	Greek					
1	Chinese-E. Indian					
1	Greek-mixed					

Annex 2

Job descriptions

Prepared by the Vancouver School Board

Home and School Worker

1 Nature and scope of work

This is a moderately complex work of an instructional assistance/counselling nature performed in a large city school system containing a large ethnic minority population. Employees of this class under the direction of the Coordinator of Area Counselling assist members of the Student Services Department and staff in elementary and secondary schools by performing a variety of tasks pertaining to the education of ethnic group children.

They receive verbal and written guidelines to outline the scope of their work and are expected to contribute insights into learning situations based on their awareness of ethnic minority culture(s) and their empathy with and understanding of ethnic group children. Their work is reviewed and evaluated in terms of the standard of assistance rendered and the results observed.

2 Illustrative examples of work

Counsels children and parents of ethnic minority origin who reside in Vancouver;

Assists in assessment and placement of ethnic group children in schools;

Assists in planning and modifying curriculum to suit ethnic group children;

Acts as liaison between the schools and any agency involved with ethnic group children;

Consults with school counsellors, school teachers and administrators, school mental health teams, school and central screening committees in matters pertaining to ethnic group children;

Performs other related work as required.

3 Required knowledges, abilities, and skills

Extensive practical knowledge of the problems involved in cultural assimilation;

Working knowledge of group process and other counselling techniques;

Some knowledge of educational processes and techniques;

Ability to effectively assist professional educators in the instructional process;

Ability to establish and maintain effective working relationships with diverse individuals and groups;

Ability to adapt to changing situations with ease and control and to maintain rapport with students.

4 Desirable training and experience

Completion of Grade XII supplemented by some formal training in education or counselling and some work experience in an educational setting with ethnic group children, or an equivalent combination of training and experience.

5 Required licences, certificates, and registrations

None.

Ethnic Home and School Worker

General

Under the direction of the Vancouver School Board and the Home-School Coordinating Committee, the worker will develop services in keeping with the general goals, philosophy, and structure of the project, as outlined above.

Qualifications

A sound written and spoken knowledge of English, and at least one other language. Experience and skills in interpersonal relations. Knowledge of the cultures that the worker will be serving, and understanding of the problems, concerns and strengths in these traditions, together with an ability to bridge the two cultures. A willingness to develop a knowledge of the work of the school system and of other resource agencies, and an ability to work in conjunction with other agencies' personnel. Willingness to work flexible hours. A level of education appropriate to the assigned duties, together with proven group and individual skills, and previous group and community development experience.

Duties and responsibilities

To establish, maintain or assist in the establishment and maintenance of:

developing general programs of multicultural exchange, understanding and sensitization in schools and in the community

adult education programs

school and community orientation programs

encouraging volunteerism and parental involvement in school community activities

parental self help groups

establish student mutual help groups of a cross-cultural and cross-age nature

establish cultural enrichment and identity groups for and with students

to provide translation, interpretation, and short term counselling to meet immediate needs in a selected area.

Prepared by the Home-School Coordinating Committee

Multicultural Home and School Worker

1 Nature and scope of work

This is moderately complex work of an instructional assistance/counselling nature, linking a large city school system with a large ethnic minority population. It requires:

A sound written and spoken knowledge of English, and at least one other required language;

Knowledge of the cultures that the workers will be serving and understanding of the problems, concerns and strengths in those traditions, together with an ability to bridge the two cultures;

Extensive practical knowledge of the problems in cultural assimilation;

Working knowledge of group process and other counselling techniques;

Some knowledge of educational processes and techniques;

Ability to effectively assist professional educators in the instructional process;

Ability to establish and maintain effective working relationships with diverse individuals and groups;

Ability to adapt to changing situations with ease and control and to maintain rapport with students.

2 Illustrative examples of work

Services to parents and the ethnic communities

Advise and counsel parents about the academic performance or social development of their child in the school.

Explain to parents their responsibility to assist the school in educating their child and encourage parents to actively participate in the school and community programs.

Discuss with and counsel parents about minor family or domestic problems which may be affecting the child's academic performance or social development at the school.

Advise clientele about the professional resources available at the school or from outside social agencies which may be able to help them with more serious problems.

Escort client to an appointment with professional resource staff at the school or an outside social agency in cases of extreme seriousness or urgency.

Advocate and explain the ethnic/cultural perspective on school related matters to school staff.

Establish social orientation and educational programs in response to the needs of the ethnic communities.

Assist in assessment and placement of ESL children in schools.

Encourage volunteerism.

Services to school staff

Provide direct interpretation for school staff when dealing with parents who are not fluent in English.

Advise school staff about a student's academic, disciplinary or truancy problems where there is a possibility that the cultural background of the student or ethnic perspective of the parents may have a bearing on the problem.

Translate report cards for teachers where the parents of the student are not fluent in English.

Lead group sessions for school staff on the cultural orientation of major ethnic groups represented in the student population.

Services to students

Provide orientation and information to ESL students when needed.

Advise and counsel students in cases where parental ethnic values clash with Canadian values resulting in confusion for the student and where social and cultural adjustment is a problem for the student.

3 Desirable training and experience

Completion of Grade XII supplemented by some formal training in education or counselling and some work experience in an educational setting with ethnic group children, or an equivalent combination of training and experience.

4 Required licences, certificates and registrations

None.

Annex 3

Global summary of time sheets summarized in the
Home and School Workers Annual Report 1979-80

1 What percentage of your time is spent working in schools with staff and children?

66% (50 - 95%)

2 What percentage of your time is spent working in the community with families or social agencies?

34% (5 - 50%)

3 What percentage of your time in the schools is spent:

a talking to groups of students about ethnic culture and problems?
14.3% (10 - 35%)

b talking to groups of teachers about ethnic culture and problems?
16.6% (0 - 40%)

c consulting with any school board staff members about the needs of individual children?
29.3% (5 - 40%)

d counselling or otherwise helping individual ethnic children?
26.3% (10 - 60%)

e other (specify)?
Immigrant Resources Groups: 13.5% (10 - 50%)----
phoning, home visits, paper work

4 What percentage of your time in the community is spent

a counselling or personally helping members of ethnic families?
54.6% (10 - 90%)

b arranging help for ethnic people with social agencies or other community resources?
31.6% (0 - 70%)

c other (specify)?
workshops, escort, finding housing and jobs. Community school programs — 13.8% (0 - 50%)

5 What percentage of your time is spent?

a with elementary schools and their problems — 57.6% (25 - 100%)

b with secondary schools and their problems — 42.4% (0 - 75%)

Annex 4

Summary of the Vancouver School Board Evaluation Report

Volume 11, No. 1, January 1980 Vancouver Educational Research Bulletin

This issue of VERB includes an abstract of one study completed by Evaluation and Research Services last year as well as summaries of findings of other studies or articles which may be of interest to those in our school system.

The Multicultural Home-School Workers Project

Part I A report by the Vancouver Home-School Coordinating Committee

Part II A report by R. Stevens, Evaluation and Research Services (Research Report 79-06)

From February to June of 1979, 17 multicultural home-school workers were employed by the Vancouver School Board, in concert with other agencies, and assigned the task of facilitating communication between schools and members of their communities whose mother tongue was not English. This report summarizes an attempt to describe the activities of the workers and the clients they served rather than to examine critically the intervention processes or the quality of the services rendered.

Analysis of the information recorded in two data-collecting instruments showed that the workers were involved in a large variety of activities with the target population. During the three month test period, client information was recorded for 797 individuals or families and for 238 groups. With respect to individuals or families, referrals were made most often by teachers or counsellors and contacts might have involved simple translation or attempts to assist with complex matters of the whole family. Groups were most often initiated by someone in the schools and frequently involved discussions of school programs, students' progress, other cultures or recreational outings.

In subjectively appraising their efforts regarding individual clients or families, workers perceived partial or complete resolution of the problems initiating referral in most cases. Workers also perceived that the majority of group experiences were successful. Appendix D provides additional subjective evaluation of the performances of the workers. Many people in the schools served by the workers wrote to express their opinions of the project. The writers

were unanimous in their praise for the workers and were strongly in favour of continuing their positions.

In short, then, it appears that the workers have been very active in providing service to the target population of schools and their communities. Further investigation might focus on such issues as the adequacy of the services, the job description of the workers, the number of workers, differences in services for different cultural groups, and the implications for involvement of other agencies (e.g. Ministry of Human Resources).

Annex 5

Home and school workers staffing for 1980-81

As recommended by the coordinating committee in their final report

Recommended Staffing for Fall 1980

Current staffing levels have not met school system needs. The workers are overextended. Moreover, the Indo-Chinese refugee influx meant a cutback in the number of Chinese Language workers to supply a Vietnamese worker.
Projected staff needs, based on current assessment of non-English speaking students suggest that 26 workers would be needed to meet 1980/81 demands.

Projected Staffing for Fall 1980

	Present	Projected	Increase
West Indian	-	1/2	+ 1/2
Greek	1	2	+ 1
Portuguese	1	2	+ 1
Filipino	1	1	-
East Indian	5	6	+ 1 (Fijian)
Chinese	5	7	+ 2
Indo-Chinese			
Vietnamese	1	2	+ 1
Laotian	-	1/2	+ 1/2
Cambodian	-	1/2	+ 1/2
Italian	2 1/2	2 1/2	-
Spanish speaking	1/2	1	+ 1/2
Korean	-	1/2	+ 1/2
Japanese	-	1/2	+ 1/2
	17	26	+ 9

The scope and functions of the Multicultural Home-School Program

Background to the program

The past decade in Vancouver has been marked by the immigration of people of many cultural, racial and language backgrounds. It is currently estimated that 43% of all students in Vancouver schools have English as a second language.

Immigrant families experience a variety of problems in adjusting to their new country, but having children in school is an experience common to many. This may present difficulties based on lack of language ability, a lack of understanding or misunderstandings of the school system and its expectations, pressures on the children because of different expectations of school and family, lack of understanding by the families of the helping services within the school system or other institutions in the community.

There is therefore a great need, not only from the point of view of school personnel but also from the point of these children and their families, that they have available to them language and cultural interpretation of orientation services. Not just because of the large numbers but also because of the pressures of adaptation this is a very important target population. Tailored services (necessarily directed to those groups facing the greatest adaptation problems) are essential if these students are to fully grasp all the educational opportunities that are available to them here.

Contacts between social agency workers revealed common concerns that the response to the needs of families had been limited by erratic and interrupted financial support because most organizations have relied on short-term and uncertain funding, such as Canada Works and from the Secretary of State. Late in 1977 meetings with agency representatives were organized to try to bring some order to the provision of what had become known as the Home/School Liaison Services. From this developed the Home-School Coordinating Committee, comprising Board and staff representatives from:

The Multicultural Women's Association
Immigrant Services Society of B.C.

MOSAIC
SUCCESS
The Canadian Council of Christians and Jews
YMCA
Neighbourhood Services Association of Greater Vancouver
The Vancouver School Board
Officers of the Department of the Secretary of State, Ministry of Human Resources, The Vancouver Social Planning Department and the United Way
The B.C. Association of Social Workers (Multicultural Concerns Committee).

The committee set itself two goals:

1 Coordinating existing bilingual, bicultural integration services offered by various community groups and the Vancouver School Board.

2 Securing long-term funding and permanent auspices for these programs.

Annex 6

Members of the Vancouver Home-School Project Coordinating Committee

Dr. Charles Paris	Regional Director of the Canadian Conference of Christians and Jews; professor at Simon Fraser University; President of the Fédération des franco-colombiens; member of the Board of Directors of the Immigrant Aid Society, representative of the Canadian Conference of Christians and Jews on the Coordinating Committee and Finance Chairman of the Committee.
Dr. Kathryn Mirhardy	Chairperson of the Immigrant Services Society; former trustee of the Vancouver School Board and the Board of Health; President of the Perinatal Health Society; practicing physician, representative of the ISS on the Coordinating Committee.
Ms. Shirley Vida	Representative of the YMCA
Ms. Barbara Binns	Representative of the YMCA
Mr. Charles Loewi	Representative of the ISS
Mr. Wade Stoneman or Mrs. Beverly Nann	Representative of the ISS
Mrs. Evelyn Lee	Representative of the MOSAIC
Mr. Michael Lerner	Representative of the MOSAIC
Ms. Grace Chung	Representative of the Multicultural Women's Association
Mr. Al Coulson	Representative of the Vancouver School Board

Dr. K.C. Li	Representative of the SUCCESS
Mrs. Joyce Fitzpatrick	Representative of the British Columbia Association of Social Writers and the Neighbourhood Services Association
Mrs. Mary Knox	Representative of the NSA
Mr. Terry McCann	Representative of the NSA

Appendix 1

Formal statement of the goals and objectives of the two projects

1 The Home-School Liaison Project

The goals and objectives of the Multicultural Home-School Program are:

a Assisting non-English speaking families within the Vancouver Community towards full and active participation in the education of their children in a Canadian context.

b Enabling these children and their families to make a viable personal adjustment to and integration of both the home culture and Canadian society.

c Promote social and cultural interchange and understanding between these parents, children, school personnel and the community.

d Meeting these above mentioned objectives, provide a referral and liaison service for these children and their families with the wider network of helping agencies.

e Responding to the social, orientation, educational needs of the local ethnic community.

2 The Immigrant Resources Project

a To enrol 20 immigrant women and 15 immigrant preschoolers in each group by November.

b To provide orientation experiences on important aspects of Canadian society for the immigrants.

c To provide an initial bilingual "head-start" English language instruction program for immigrant women.

d To provide a preschool "head-start" orientation experience for preschoolers from immigrant families to facilitate their future adaptation to Canadian schools and life in Canada.

e To provide short term counselling and referral services for individual adjustment problems.

f To provide group counselling for common adjustment problems.

g To foster development of a social support network and encourage mutual-aid activities.

h To provide home-school liaison services.

i To provide opportunities for interaction and exchange with other Canadians.

j To emphasize the multicultural aspect of our Canadian society through cultural exchanges with other ethnic groups.

k To involve the entire immigrant family in the orientation program wherever possible.

Appendix 2

List of individuals, agencies, organizations and governmental departments sensitized and solicited

It is necessary to identify politicians and a key person in each organization who are interested enough to take up your cause. For example, in the Department of the Provincial Secretary, Tom Fielding has been our ally. In other provincial ministries we have also made contact with the following:

Minister

Deputy Minister

Department heads

Grants committees

In addition, we have also approached the following:

Minister of CEIC, The Honourable Lloyd Axworthy, and his

Executive Assistant, Peter Smith

CEIC Officers: Joe Stern, Executive Assistant; Jo Mitchell - Women Division

Executive Assistant to the Minister of Multiculturalism, Ms. Susan Scotti

Secretary of State - Officers at all levels

All Funding Bodies

MLAs for Vancouver - Peter Hyndman, Social Credit, Emery Barnes and Dave Barrett (NDP)

MPs for Vancouver and liberal politicians like Art Lee

Senator Perreault

Ethnic Press Association - George Sakellardis

Ethnic Cultural Community Centres

CCMC Multicultural Association of British Columbia

Local area newspapers, local TV and radio stations

All members of the Vancouver City Council, and in particular Helen Boyce

Social Planning Department - CSSP - Vancouver City

United Way

All School Trustees

All Vancouver School Board Officials connected with our work

The Parents Consultative Committee

The School Principals Association

World Mental Health Federation

British Columbia Association of Social Workers - Multicultural Concerns - Executive

Directors of ESL Programs

SPARC

Appendix 3

Programs for Immigrant Women and Families[1]

by Beverly Nann

Among new immigrant families settling in North America today, wives and mothers comprise a group with problems and needs which differ significantly from those of other members of a migrant population. Many of these women come from background cultures where the adult female role is highly circumscribed when compared with the relative freedom enjoyed by their counterparts in North American society. Despite the greater opportunities for personal development existing in their new environment, immigrant women are often condemned to a restricted life style that is enclosed in a psycho-cultural structure mirroring the society which they have left behind. This life style is particularly prevalent when an immigrant family settles in an ethnic community exhibiting institutional completeness (Breton, 1964). Able to fulfill their psychosocial needs within a community having similarities to the one from which they have left, people may remain within it, participating very little with the majority culture, clinging to traditional values or practices, and perhaps never learning the language of their adopted country. Immigrant men have greater opportunities to escape such a life style because pressures to earn a living usually force the adult male into greater contact with the larger society. However, many immigrant women, and particularly mothers with young children, find themselves with no equivalent opportunities for a different way of life.

My grandmother was one of these. She came to Canada as a teenager, brought here from China as a servant by a wealthy Chinese family. Given her freedom at the age of 19 to marry, she subsequently raised a family of eight children. She never learned the English language, and after becoming widowed at 40, she was wholly dependent upon her children to deal with the English-speaking community around her. She died a few years ago in her 80s. In her stoical, uncomplaining way, she accepted this life style. There were no programs to enable her to join in the mainstream of society in her day. But in this enlightened age, it seems wasteful, insensitive and unnecessary for members of an immigrant group to define such a narrow existence for themselves.

An oft expressed sentiment of immigrant parents is that they have come to North America seeking a better future for their children, and they come prepared to sacrifice their own happiness for the sake of their children's future. My question is -- why must these parents sacrifice their own lives for their children; are these immigrant

[1] Cf. note 1, p. 91.

parents not also entitled to a rich, full life for themselves? In my view, once an immigrant has gained entry into North America, then we, as hosts, have a responsibility to extend a helping hand to assist in easing and facilitating the newcomer to become a full participant in our society.

This paper will examine two outreach projects in the city of Vancouver that respond to the settlement needs of immigrant families. The first, known as the Immigrant Resources Project, developed as a response to the special settlement problems of young immigrant mothers and their preschool-aged children. The second program is known as the Multicultural Home-School Liaison Project which addresses itself to the larger group of immigrant families with school-aged children who today comprise some 43% of the total Vancouver student population (24,727 of a total student population of 57,505). The development of these projects were guided by three basic concepts:

All immigrants who come to Canada share some common settlement experiences;

A transitional service based on a bilingual and bicultural approach (i.e. Anglo-Canadian and the immigrant's own language and culture) can ease the settlement process and facilitate and accelerate the integration of immigrants into Canadian life;

A school-based service is an effective and efficient way of reaching families with children in this age group.

Common Settlement Experiences

In my work with immigrant populations in Vancouver over the past five years, I have noted that various groups, regardless of their cultural background, exhibit many common characteristics. For the most part, family interests seem to take precedence over the interests of any individual member; parenting practices tend to be authoritarian and conservative; and a strong extended family system functions as a social support network. As they settle into Canadian society, similar stresses and strains are experienced. Generally speaking, the process of settlement would seem to include the following elements:

An Uprooting Period Immigrants experience both a psychological as well as a physical move. For many, it means the breaking of deep, meaningful ties which may go back for several hundreds of years into history. I think of my grandfather leaving his ancestral home for Canada. He came from a Chinese village which was settled over 1100 years ago, and family records show him as the 26th generation

descended from the original founders of the village. Imagine leaving this familiar world for the unknown. It is difficult enough for Canadians to move from one part of Canada to another -- how much more difficult it must be for an immigrant to move from one culture to another.

The Rural-Urban Adjustment Immigrants who come from a rural background such as the villages of Greece or the Punjab are accustomed to a relatively simple society where everyone has a place and no one feels a stranger. Becoming immersed into a complex, impersonal, urban society can be confusing, overwhelming, and disorienting. It is little wonder that many are drawn into their own ethnic communities for comfort and support.

Culture Shock In the case of most immigrant groups, there is little or no preparation for the challenge to their traditional values and way of life as they encounter Canadian society. Our emphasis on individualism, the rights of women and children, the liberal attitudes toward parenting, education, courtship and marriage, and the extensive network of community social services replacing the extended family support system -- all of these things are alien and threatening to many immigrants.

Loss of Familiar Social Supports Many immigrants come from societies where one's daily life was closely shared among family members and friends. Such persons were easily accessible and available. Contrast this to the case of an economically well-established East Indian family who is presently considering a move back to India after nine years in Canada because the parents miss the rich, meaningful social life they enjoyed in the old country. They have found Canadian friendships to be shallow and non-committed, prompting the comment, "Of what use is our big, beautiful home here when no one comes to visit?" With this void comes a feeling of isolation and loneliness.

Change of Economic and Social Status Many immigrants have professional training which is not recognized in Canada. Lack of language fluency, an absence of Canadian work experience and the current high level of unemployment in the country are factors which lead to the under-employment of immigrant workers. Economic necessity, along with opportunities for employment for women are factors which encourage immigrant mothers to enter the work force, bringing about a major change in the adult female role which, in turn, affects relationships among other members of the family.

Discrimination and Intolerance Immigrant groups, particularly those who may be described as visible minorities, are often the target of discrimination, misunderstanding, and intolerance. These negative aspects of Canadian society are reinforced by the currently depressed economic conditions where the new immigrant, typically, becomes an easy scapegoat.

In addition to the kinds of experiences mentioned thus far which all immigrants share to a more or less degree, families with young children in the home are likely to confront further types of difficulties. These include:

Parenting Dilemmas Many immigrant parents are caught between the strict and authoritarian discipline of their native culture and the more democratic and consultative approach to child rearing in North America. The children of immigrant families may be under pressure to maintain their ethnic values and culture which are often in conflict with value systems encountered outside of the home. When grandparents are in the home, they may find their traditional authority challenged, and indeed, the older generation often find themselves totally dependent upon their children for the very first time. Some grandparents are brought over to Canada to help care for young ones in the home. These persons usually have little motivation to change their ways and are heavily dependent upon their immediate families to meet all of their needs. Parents then are caught between trying to satisfy grandparents and responding to the needs of their children. Children may come to have power over their non-English speaking parents. As children are apt to be quicker in learning the language of a new society, they may control the communication from school, for example, and from the surrounding English speaking community.

Generation Communication Gap As immigrant children enter Canadian schools, the ethnic language may begin to recede in importance to them. If, at the same time, adults in the home fail to learn English, effective communication between family members becomes increasingly difficult. It is frustrating and at times impossible to communicate with any great sensitivity or diplomacy.

Adapting to a New Educational System Many immigrant families, conditioned to a culture which separates the school from the home, encounter great difficulty with a Canadian school system which promotes parental involvement and fosters the social as well as the academic development of the student. When a note comes home from the school, the first reaction is that something is wrong and their child is in some kind of trouble. In many cases, the opportunity for children to have a better education was a factor in the family's migration, and this can lead to immense pressures upon immigrant children to do well in school.

Adolescent Identity Crises Young members from immigrant homes often feel trapped between two cultures, wondering which values to accept or reject. A feeling of distance develops as they become better educated than their parents. Some become ashamed of their heritage and even of their own family, but this may only exacerbate their search for a comfortable self-identity.

Bridging Services for Families in Transition

Many immigrants do successfully resettle with very little help from the rest of us. Nevertheless, it has been my experience that they all deeply appreciate a friendly helping hand. Then, there are those who do not have the resources or experience to deal effectively with the kinds of problems and dilemmas mentioned earlier in this paper. For them, there is the need for help to ease and encourage their integration into Canadian life.

We value the contributions made by immigrants to our economy but generally overlook the greater contribution they can make to all spheres of Canadian society when they feel a part of the mainstream. Successful integration and settlement of newcomers is a two-way process, requiring active interaction of both established Canadians and newcomers. Both need to be aware, sensitive, and tolerant of cultural differences and be prepared for adjustments and compromises where conflicting values are involved.

My experience suggests that service programs for immigrant families and children are most effective when they are established on what might be termed a bicultural and bilingual model. In other words, the staff and the volunteers who service these programs should include members who come from the same cultural backgrounds as the immigrant users of service. This not only enhances the quick development of an initial trust necessary for effective intervention but also makes it more likely that the program personnel will understand the strengths of their clients' background, traditions, cultural aspirations, concerns and conflicts. Established immigrants who have made a good adaptation have proved to be invaluable resources. They serve as role models for other immigrants, and as links to connect clients to program services, local schools, and other community resources.

As the school system extends into almost all sections of the community, a school-based program is in a unique position to reach out to assess, monitor, and respond to the special needs of immigrant families and children. Our experience in Vancouver has confirmed the fact that immigrants have a high regard for schools. The educational

setting is perceived as a neutral base. Immigrants will readily accept services offered through the school while shying away from help offered by other governmental or non-governmental agencies. Some immigrants may even refuse to approach their own ethnic organizations for help because of a loss of face within their own ethnic community. Moreover, there are, during the course of a normal school year access points into an immigrant family to discuss, for example, a child's academic progress, his or her health concerns, or a parent's participation in a special school event. Finally, the compulsory period of school attendance in our society makes it possible to have a continuity of contact with immigrant families while their children are enrolled in the educational system.

Two Examples of Bilingual, Bicultural School-based Programs

The Immigrant Resources Project

This program began as a response to the settlement needs of Chinese immigrant women living in Vancouver and to concerns expressed by school officials over the special problems of their children. Started in 1975 with the support of government, community, and volunteer groups, this program has since extended to serve seven different immigrant populations. A variety of activities are provided by paid staff and volunteers designed particularly for non-English speaking mothers who are known to be isolated from the larger Canadian society. The program includes a head start educational component for preschool immigrant children in order to place them on an equal footing with their Canadian peers by the time they begin their formal schooling. Some basic English language training for the mothers is also an integral part of the program, along with activities which help to integrate the mothers and children into our general Canadian society.

The programmed activities are primarily based on group experience where immigrant mothers and their young children can have the support and comfort of sharing with other members of their own ethnic group. The various groups come together at least twice a week over an eight months period, which corresponds approximately to the regular school year. This educational orientation, among other things, is important to the fathers of many immigrant families who are ready to allow their wives and youngsters to participate in learning activities, whereas a program identified as a social service may meet with resistance.

Underlying this program are the following assumptions:

1 a bilingual, bicultural approach is essential for non-English speaking immigrants if communication is to be effective and meaningful; this allows the immigrant to participate in activities to the extent to which she is capable and desires to do so.

2 achieving some fluency in English is essential if the immigrant is going to be able to step beyond her own ethnic community in any meaningful way.

3 initially, non-English speaking immigrants need a social support group, comprising people of their own ethnic background (to replace the social support network severed in emigrating) to meet their social and mutual aid needs (something familiar and comfortable in a strange new world).

4 given a supportive, encouraging environment, immigrants can develop the confidence to cope with the larger community and become more actively involved, contributing members of Canadian society.

5 immigrants need to be introduced and oriented to Canadian life and resources to facilitate their integration into Canadian society.

6 people learn best through "first-hand" experiences in matters that are immediate to them in their daily lives.

7 the children of immigrant families also need to be prepared for life in Canada;

8 it is important to protect the integrity of the family by involving all of its members, especially the husbands whenever possible; the orientation experience will have greater impact if the family is involved and supportive.

Elements of the Program

The Immigrant Resources Project comprises a variety of activities. These include:

a Social, cultural, community orientation and citizenship activities;

b Bilingual "headstart" English instruction for the adult;

c Headstart preschool experiences for the younger chidren, with child care services provided for the very young;

d Social support services;

e School orientation activities;

f Cultural exchanges with representatives of different ethnic groups.

a) Social, Cultural, Community Orientation and Citizenship Activities

This component of the program provides an introduction to key community services available in Canada, and exposes immigrants to Canadian cultural traditions such as the celebration of Thanksgiving, Christmas, and Easter. In responding to the practical needs of clients, there are demonstrations and discussion on such things as the Canadian standards of personal hygiene, and the North American practice of packing school lunches for students.

b) Bilingual "Headstart" English Instruction

This component provides a non-threatening and supportive approach to English instruction for adults with emphasis on engendering the necessary confidence for successful language learning. Most of the clients will be at a very beginning level and the first step is to provide them with what might be called "survival English" so that they may cope with everyday living. A bilingual approach is used to ease the transition to English. Gradually, the translation service is withdrawn so that by the end of the year, an English immersion approach is used in preparation for "graduation" into a formal unilingual English class which is available at various sources in the community.

c) Headstart Preschool Experience for 3 and 4 Year Olds

This activity serves to facilitate the eventual involvement of immigrant children in kindergarten and school life. Play

activities are used which will stimulate the use of English language, and a sound preschool experience is provided based on the Cooperative Preschool Model with its strong parent education focus, but adapted to the special needs of immigrant families. Bilingual services are available as required to comfort the children. Volunteers who themselves have English-speaking preschoolers are recruited to help in this program. The children of the volunteers encourage the use of English among the immigrant youngsters, and provide a role model for immigrant preschoolers who are often reluctant to attempt strange new activities. A vital aspect of this program is the provision of child care services for the very young. This makes it possible for all mothers to participate, and also meets the need of immigrant parents who traditionally take their children everywhere with them.

d) Social Support Services

These include individual, family and group counselling services, and the use of an ethnic group social support network. Short-term individual counselling and referral services are provided for personal adjustment problems. Group counselling is used to deal with common problems and concerns among several families where the sharing of experiences, concerns, and possible solutions are reassuring and supportive, and help counter feelings of alienation and discouragement. The group support network attempts to replace the social and family relationships severed in migration, by creating a caring, supportive community which will provide ongoing mutual aid activities and enduring friendships among its members.

e) School Orientation Activities

For immigrant families with children in the home, the successful adaptation to Canadian schools is a vital part of their settlement in this country. As the Immigrant Resources Project is itself a school-based program, many opportunities arise to link immigrant families to their local school system. The concept here is to encourage the families to develop a full and active participation in the educational life of their children.

f) Cultural Exchanges

Non-English speaking immigrants in Canada generally have limited opportunities for exposure to other cultural groups who make up our Canadian mosaic. Cultural exchanges are organized between different cultural groups within the project to promote

understanding and tolerance of other cultures, which is an essential part of learning to live in a multicultural Canada. The regular exchanges between Canadian volunteers in the program and the immigrant clientele is also meaningful for both.

The Multicultural Home-School Liaison Project

This project developed out of the concern among several sources in the community for the special needs of the 43% of students within the Vancouver school system who come from homes where English is a second language. The major focus of the Home-School Liaison service is to bridge the gap between the immigrant home and school, and between home and community. As in the Immigrant Resources Project, the programs here involve the use of bilingual and bicultural workers who are directly familiar with the ethnic cultures represented in the persons of the immigrant families served by this project.

It is often the case that a home/school worker first makes contact with a family through the request of a school official, such as a teacher or a psychologist, who is unable to help a student with a problem because of language or cultural barriers. As families find themselves helped this way with school problems, they subsequently take the initiative in turning to the home/school workers with problems beyond the school.

The range of services provided by our home/school workers may involve one or a combination of the following: orientation to school and community for students and parents; interpretation services, including translation of school materials; pre-kindergarten orientation services; short-term student or parent counselling; referral to community services; encouragement of parent involvement in the school and in community activities; adult education on topics such as English instruction, career development, and parenting; cultural enrichment; social adjustment and self-identification groups for students; multicultural exchanges and cultural sensitization of school personnel and the local community.

During the past two years, a total of 17 multicultural workers have been employed in this project to serve immigrant families within the school system. The workers operate as a cultural resource, providing a vital communication link between school personnel, the immigrant families, and other contacts in the community.

In summary, as a self-proclaimed multicultural society, Canada's major institutions have been slow to respond to the

multicultural fact and to the need to "multiculturalize" our service delivery systems. In both of the projects described in this paper, the workers and volunteers are filling some of the service gaps for families and children who come from a variety of cultural backgrounds. The combined experience of these programs points to the value of supportive, transitional services to help bridge immigrants to the Canadian mainstream, and these services have received the unanimous support of key organizations and groups within the ethnic communities themselves and of major systems in the larger society such as government, school, and non-governmental community agencies and groups.

By providing these educational, social support services, we not only strengthen the immigrant families and thereby our total society, we also help to minimize the disorientation that often comes with an uprooting experience and to prevent the development of serious mental health disorders. Coincidentally, we are raising the consciousness of the host community toward the needs and aspirations of immigrant groups. In the process, we not only benefit from their contributions to our economic well-being, but our sociocultural fabric is also strengthened and enriched through the increased involvement of immigrants in all spheres of Canadian life.

Case Study No. 4

At "Crossroads of the Futures": Holidays as a Means of Integration and as a Vehicle for Ethnic Groups to Assert Themselves

A visiting card: reflection of the crossroads

A sympathetic young man with an honest and open face handed me his card. "Open Air, the Crossroads," or "The Great Outdoors," I read, beside a logo representing the four corners of the world. At the bottom left was a rooster crowing from the top of a steeple rising from a field. At the right was written "René McKay, Director General."

This small card, I was to learn, reflected the warm and smiling welcome that awaits the guests of "Crossroads of the Future" near Drummondville, Quebec. This green restful corner in a rolling countryside dotted with clear lakes and rivers is close to Montreal, geographically. Psychologically, however, it is a thousand miles away.

The project

"This psychological distance is one of the secrets of our success," confided René once we were seated on soft sofas. He had come to talk to me about his crossroads project: visits to the country where Canadians and immigrants learn about one another. There is a dual purpose to the activities: to facilitate the integration into Quebec society of the poor new arrivals, and to show Canadians the worth of various ethnic groups.

"You see," he explained, "we want to open the doors of the immigrant ghetto in Canada. We receive our guests at our place in the country, which we inherited from a religious order. People come for weekends or for one or two complete weeks. There are two kinds of stays in the framework of the project: school holidays and family holidays. The former, the school groups, come only on weekends or on statutory holidays. They are children from the same school classes, a mixture of Canadians and immigrants.

"For the family holidays - when parents come with their children - we can take up to 60 families, 30 Canadian and 30 immigrant families. We select them from the same milieu and district. We give priority to new immigrants and to those of little means.

"Obviously we want their stay here to have as great an impact as possible, so we try to ensure that the holiday lasts at least a week. In only two days you can barely touch the surface of the problem. But there are those who cannot take the time, even if, as we often do, we give them substantial reducions. We must therefore do as best we can within the limits of what is possible."

The importance of the invisible: the atmosphere at the crossroads

"Describe it to me," I asked.

"In order to do so, I think I should begin with something that you can't see, but which is real nonetheless: the atmosphere. We wanted to create a special feeling at the Crossroads - one that would stress freedom and encourage relaxation. We learned a long time ago that once away from the stress of work and the tensions of the city, people are more open to new ideas. They adapt more readily to their environment. We therefore created at the Crossroads an atmosphere completely different from that of an urban setting. In the city, impersonality, a hectic schedule, and fatigue prevent people from really coming into contact with one another. They have all the time they need to do whatever they want, and, something that is important, to eat and sleep well."

"These are really ordinary holidays for people then."

"Yes but - and this is a significant but - don't misunderstand! These holidays are a tool for us to meet our objective: they are our method for integrating immigrants and a way of showing Canadians the worth of the newcomers. One ought not to lose sight of this key point."

Field work

"The achievement of these objectives requires specific circumstances. Those who work in the field rather than in a lab quickly understand. They understand that people communicate much better during their leisure than they do at work. As the holidays pass, they begin to open up to one another; they can feel the increasing warmth of the relations between them. You see the Crossroads holidays are not at all like the formal 'officially' organized city meetings among ethnic groups. Here, as I was saying before, there is a special atmosphere to the meetings - really special."

"Ah, I'm beginning to understand," I replied. "And that is why you make the claim for 'beautiful holidays,' if I may use such a commercial expression."

The implementation of mutual integration-understanding

"You may. Indeed you must do so! To promote and sell our product - integration, adaptation, mutual understanding - for that is our product - I use the same criteria as the private businessman. The Crossroads wouldn't attract anyone if I told people: 'Come and integrate! or Come and lose your prejudices!' I advertise by inviting people to come for a visit here. I tell them, 'Come and relax in the country;' I encourage them, if they so desire, to come out here and look around before making any commitments - they are welcome to visit the rooms and the dining room. In other words I invite them to come out and see how nice, agreeable and comfortable it is here. This approach is crucial if we hope to get people to accept our invitation!"

"Your use of the word 'comfort' surprises me. I imagined rustic and bucolic surroundings - agreeable but rather Spartan."

All the comforts of home

"No. Not at all. We're not talking about a kind of camping. On the contrary, we place a great emphasis on comfort. You mustn't forget what many of our guests have been through before arriving in Canada; the word 'camp' is anathema to them. They are also mainly working class people - people who do physical labor. After a long year, they want peace - and a real rest. And that is what we offer them. Our buildings are bright and well ventilated - properly heated in winter. I can assure you that the beds are comfortable and that the meals are special. I wouldn't call it haute cuisine, but the portions are large and the food is good."

"You say that the buildings are heated in the winter. Do you offer holidays year-round?"

"We certainly do! People who work in construction are free during the winter. It's the most convenient time for them. But of course for those who work in textile or shoe factories the time of year is of less importance. In any case, the Crossroads operates continuously throughout the year."

"Good, I have a picture now of the physical set-up, and I can feel the atmosphere. I would imagine that to create this atmosphere the human element must be important."

"That's for sure. Although our site in the country and the quality of our facilities - buildings, cafeteria, swimming pool, sports equipment - are important, all these things are inanimate. It takes people to give life to things. That is the job of my counsellors. They are responsible for the atmosphere we have created. They are the key to our success."

"Explain to me then how you select your staff."

"My staff? I would rather say 'my team.' Firstly, I look for people who know how to do practical work. Theoreticians will not do at all. Then I look for people with an holistic view of people."

"I suppose, too, that you are looking for people who speak other languages."

"Yes, ... many members of our team have also worked with 'Voyages-Aventures.' This agency had gathered together a group of polyglots. But when I am interviewing someone I am less interested in their ability in the other language than in their ability to make others speak it. You see I am interested in finding people who know how to help others to put their thoughts into words, and who also know how to understand others. It is also important that they should be able to think a problem through and solve it.

"Of course I do a preliminary selection after reading through the cvs, because people should have a basic knowledge of the craft and sporting activities that we use. Then I call the candidates for an interview. I ask them to speak about any current topic in the news. This year, for example, I ask them to talk about the referendum."

"Dear me! What a jigsaw puzzle, to know whether to defend the 'yes' or the 'no'!"

"But that is not at all what is involved," explained René, laughing. "What I was interested in was the method used to state the problem clearly, and the candidates' ability to express themselves. I wanted to see if, in presenting a point of view, they were going to interest people or alienate them. And at the same time I was trying to see how they would get along with our team."

"It may not sound like much, but that's clever! How many counsellors did you select this year?"

"Four; two full time and two on contract for the season. I would have preferred four full time as before - along with myself - because the ideal is to have one counsellor for 15 guests or perhaps for a maximum of 20. There is, among other things, a great deal of work to do before the guests arrive: contacts to make, planning of the workshop program, outdoor activities, dinner-discussions. Then we must adapt the program to meet the specific needs of the group that is about to arrive. All of this takes thought and time. If there were more of us it would be easier. I often have to work 60 hours per week! But my budget will not allow for any additional staff."

"Money is a problem for you then?"

Budgetary constraints

"Well yes! A problem of scope. The lack of funds means that we cannot fully realize our project."

"But at least you make ends meet by the end of each season?"

"Not always. During the three months (January, February, March) that have just ended, our expenses exceeded our income by $14,500. It is obviously the grants we receive that enable us to cover the difference and carry on. The assistance we receive from the Quebec Ministry of Immigration and the federal Secretary of State Department is indispensable. It is recognized and appreciated as such. But we do not depend blindly on these grants. We design our activities in accordance with the funds available and the mandate assigned to us."

"Are the fixed expenses each year for the maintenance of your facilities high?"

"Certainly. And unfortunately the maintenance of the buildings - apartments, cafeteria, workshops - as well as the pool and the sports equipment - cost more and more each year. A mortgage of $50,000 on the property was granted by the Haut Commissariat à la Jeunesse (Youth Directorate) at Recreation and Sports. These funds will allow us to expand our capacity through the installation of additional partitions. We will now be able to receive 125 families at a time instead of the 60 I spoke of."

I must have looked at him in a particular way, because René added immediately, "No, our rooms will not be too small. Everyone tells us that they are at the moment really too large!" And taking up the main theme again, he observed, "Obviously an increased number of participants here would require additional counsellors and support staff - cleaning, kitchen etc. And also greater effort, advertising liaison and planning."

"How will you survive with the high level of inflation that affects us all? I would imagine that counsellors as gifted as yours must require a high salary?"

"High? That's one way of putting it. The minimum yearly salary is $11,000."

"So little?"

"Yes indeed. As you can see we're not in this for the money but rather because we like it. I have a list of counsellors that I value and I call upon them in turn depending on the type of group we are expecting. I would like to be able to offer more but I can't. We really have to keep costs down if we are to keep the rates within the reach of our guests. We must never lose sight of this objective because the people we want to attract simply <u>can't afford an expensive holiday</u>."

A holiday anyone can afford

"How much do you charge?"

"This year the price is $17 per day per family. As you can see, for what we offer, you can't beat the price. But it is a maximum for the people we are trying to attract."

The Crossroads guests

"Tell me about the groups that come here. How do you select the immigrants?"

"In several ways; some of them are selected by the MIQ, which organizes a visit called 'Meetings and Rediscoveries.' But

apart from this one exception we recruit all our guests through informal information networks - organizations that we contact ourselves: the Immigrants' Social Assistance Centre, the ethnic associations, the school parents committees, and especially Les Soeurs du Bon Conseil (The Good Advice Sisters). The latter are aware of what goes on in the immigrant community and they know how to choose those who really need to spend some time with us. All the groups we contact, advise us on the specific needs of the participants they recommend to us."

"So all the participants are recommended in this way?"

"Not quite. We have built our reputation over the years and as a result we get a fair number of individual applications."

"How do you proceed, then?"

"Well, since we want to give priority to those who are the most disadvantaged, we place some controls on the system: references from the factory where the person works. Just as one finds elsewhere in life - with both Canadians and immigrants, we find from time to time people who are able to pay but who don't want to."

The control mechanism

"Then you need a totally effective control mechanism?"

"Yes; but try as we might, there are always some sly ones who slip through the net. Two years ago we discovered a family - to which we had granted a substantial reduction because they complained so much about being needy - that spent the second week of their holidays in a luxury hotel, boasting about how much money they saved by spending the first week with us. An unpleasant surprise which fortunately doesn't happen often."

"I'm sure it doesn't.... Now tell me, how do you proceed once you have accepted people?"

Preparation and presentation of a holiday

"Well, I begin by presenting the Crossroads to my future guests. But the presentation varies to suit the various groups being welcomed. As I was saying before, you have to keep your market in mind to be able to sell a product. As a result, each Crossroads introduction is different from the next. For example, here is how I went about it last January for a stay by Haitian and Canadian families.

"It was the parents committee in a working class district school who had recruited the potential guests. I then went to this school to prepare for their stay here. The parents had booked the auditorium. I brought along some slides, of course, and described our facilities as well as the winter activities available. In addition to the workshops we had set up at the request of our guests, I explained that we had outdoor activities, and that some equipment was available - 150 pairs of snowshoes and cross-country skis. We also play broomball. These are the sports guests can enjoy. Obviously, though, the equipment is not unlimited. People who wish to use it must reserve it ahead of time. We ensure that each group has an equal number of Canadians and immigrants. But neither in my presentation nor during their holiday do I insist upon their participation in sports or competitive activities. We always emphasize recreation, physical and cultural activities. I should also note that no activities are imposed upon them, and that we build the program together for each new group of arrivals."

"Together?"

"Yes indeed. Although we know from experience the needs of our guests, and have been advised by the people who have recommended them to us, we always ask them to define their needs themselves. Our counsellors encourage them to take control of their own holiday."

"But how do you do this?"

"In many ways: for example, in one of the evening discussions on the topic of, say, the typical cuisine of each group, a counsellor might ask 'Are you willing to prepare a typical meal for us?' Let's say that this time there are Portuguese and Spanish families staying with us; everyone will then participate in the 'matanza.' We get the pig from a neighbouring farmer and the celebration begins. It's the first time the Canadians have heard of it, and they find it a real feast!"

Meals and sport, pretexts for conversation and the discovery of others

"My mouth is watering. It's true that we appreciate good food in Quebec. There's a clear link between us and others."

"That's true, but also, typical meals are a pretext for conversation and discovery - as are first attempts at skiing or riding a bicycle. It's one of the truths one learns working in the field rather than in the lab. It's also in the field that one learns that it is as a result of shared experiences that people learn to know and appreciate one another."

"But do you see this in a tangible way?"

"Certainly! When we hear an immigrant say 'I felt a lot better when Mr. Bertrand helped me up onto my skis again;' or when a Quebecker said 'I was pleased when M. Coelho helped me to repair the wheel of my bicycle.' When we hear these things we know that we're getting our idea across. Those are the sorts of comments, you see, that we are trying to elicit. Words like those illustrate the discovery of the qualities of others."

Apparent simplicity hides an excellent technical and emotive structure

"It's all so clever! I can't stop commenting on it. It looks like nothing, but what you are doing requires a thorough and accurate knowledge of interpersonal relations. Everything is so well structured. Nothing is left to chance. All the desired reactions are anticipated - even elicited, as you say."

"That's true. The project is based on its emotive and technical reception structure - it is in place and finely tuned. Without it the Crossroads could not exist. Just think: this year alone (1978-79) we will be receiving 1,600 guests of all backgrounds; that represents 6,500 'immigrant-days.' These figures represent a concrete situation that would not be possible without a stable and finely honed structure, designed on the basis of the new objectives to be met."

"I understand. And what a great deal of effort they reflect! At the end of an active and fruitful day I imagine that you go to dinner looking forward to an evening to yourself, a welcome respite from work."

"Not at all! The evening meal and the activities that follow it are all part of the program. They are precious moments. When we ask people what they want to do during their holidays, they always include, among other things, 'to talk.' That is why the evenings are set aside for dinner-discussions."

Dinner-discussions

"What do people discuss on these evenings?"

"What happened during the day, of course. And then home, the grocery store, the corner store, access to social services. Quebeckers and newcomers exchange their everyday experience. Children naturally have other things to talk about. Their conversation centres on school and they playing field. They tell the truth in a way that is hilarious, but also sometimes, sad. They, like their elders, have adaptation problems. I believe that our group leaders-counsellors know how to help them."

"Do you have people who arrive disgruntled and leave smiling?"

"Yes. But we also have some who remain unhappy. I wouldn't want to have you believe that our success rate is perfect. But for young people as well as their elders, we do have a number of tricks to break the ice and to try to make the stay a success."

Tricks for breaking the ice

"Ah! tell me your secrets."

"I won't tell you all of them, but I'd be glad to describe one. For example, during family holidays we ask each Canadian family to place its name in a hat and each immigrant family to place its name in another. The two groups exchange hats and each family draws a name. Then each family has to ask questions - many of them, and in great detail - of the other family, because each family has to introduce the other one to the group."

"Very good! And what else?"

"That's easy, we ... no! I promised to reveal only one of our secrets. You'll have to come and vist us if you want to learn the others!"

Transportation

"Agreed, but to get there.... Speaking of getting there, I haven't yet asked how your guests arrive."

"Everyone goes together in buses that we rent. We select a central point of departure in the district, whether the school, the community centre or the church. But a point has to be agreed upon," he added, laughing. "I remember one time when the bus and the counsellors were waiting in front of the parish hall and the passengers were cooling their heels in front of the school." Then he added, seriously, "Recently the spreading out of immigrants to the small towns outside of Montreal has made the job more difficult; but it's not insoluble."

Holidays for school groups

"In speaking about family holidays you have, from time to time, mentioned children. Could you describe to me the holidays designed especially for children?"

"It would be a pleasure. As I have already mentioned, we do receive school groups, comprising immigrants and Canadians, either on weekends or for a few days at a time."

"Is the duration of the stay the only difference?"

"Not really. The main difference lies in the <u>preparation</u> for the groups. You see a lot of the young people have never been away from home prior to their stay with us. If we want their stay with us to be a happy one, we have to take this into consideration. Here, for example, is what we did when we were expecting the arrival of a group of students from Holy Infant Jesus School: In the months preceding their arrival, we organized, along with the counsellors who were to direct their activities, many school-related sociocultural activities at their school. The first was a get-together attended by

both parents and children. There were interpreters present to facilitate the participation of the Portuguese parents. Then we held a Portuguese evening for the children to initiate Canadian children into the culture of their classmates. In this way we laid the groundwork for the acceptance of the planned holiday program - a program aimed at fostering mutual understanding between the two groups. It worked so well that some parents made friendships that continued beyond the children's holiday. I was overjoyed because there was no district committee to encourage and maintain these contacts in the city."

Concern for continuity, logical outcome of the project

"That's the point I wanted to come to! Is it possible for you, once your guests have returned to the city, to turn relations established on holidays into lasting friendships?"

"That is our hope and our project for the future. But in order to do so, we will need another full time staff member. This person would establish the liaison between the country and the city, as well as between the Crossroads and all the ethnic communities with whom we must maintain year-round links. But this person must be selected very carefully. Not only will he or she have to have a perfect understanding of the Crossroads experience, but also a great deal of knowhow and initiative. Without these qualities, the liaison could deteriorate into maintaining already established contacts. Believe me it is a danger. I have already seen it happen.

"That said, we would like to really be able to help maintain in the city the friendships that grew in the country. Until now budget restrictions have prevented the full realization of our project's objectives. For clearly the logical outcome of our work would be occasional meetings and get-togethers in the city among those who were together at the Crossroads. It is our ultimate objective."

"I can fully understand why you are worried about continuity. Do you think you can ever fully achieve this objective?"

"I certainly do! We are all optimists and we all look ahead. When you have lived through an experience as worthwhile as ours, you are never short on courage or enthusiasm. Come and see us! You will hear the rooster crow and you too will catch our optimism. Come and share our experience at the Crossroads of the Future. We're all expecting you."

Case Study No. 5

How to Bridge the Gap between an Ethnic Community and Canada

6,321 clients assisted and 11,001 services rendered

I was leafing through the documentation of the Portuguese Referral Centre as I sat in the taxi on the way to my appointment. Suddenly, a table of figures (Appendix 1) attracted my attention. The figures were enormous for an organization comprised of only four persons:

6,321 clients assisted in 1977-78 alone;

11,001 various services rendered to the Montreal Portuguese community.

"Well," I said to myself, "this is a fine example of the extraordinary productivity modern technology makes possible. When an office has ultramodern computers, and who knows what other electronic gadgets, four people can do the work of 40. What will they be doing by the year 2000?"

And I went back to examining the tables. Imagine my surprise, then, when my driver let me out before a modest two-story building, a hundred years old or more. I had been expecting one of the many Montreal skyscrapers which would be the only buildings worthy of the centre's highly developed technology as I imagined it.

The building was not only old; it looked ready to fall down. I had entered a small hall from which small rooms opened off to the right along a narrow corridor. The floor was uneven, and sloped down toward the back of the office. There, at the end, I glimpsed a room into which five or six desks were crammed. Although it was 5:30 p.m., men and women were still working there. But there was no computer, no electronic gadgets; no wonders of modern technology.

The receptionist smiled: "Mr. Fernandes is expecting you." And she led me into the small office to the side.

Modern miracle: volunteers: an effective system

Julio Fernandes, Antonio Moncada and Fatima Ramos de Oliveira welcomed me in a friendly manner. There were documents related to the project we were to discuss on the table, which almost filled the little room.

"We are sorry we had to arrange this meeting so late," said Fatima. "But, since we all work elsewhere, it was the only time possible."

"You are volunteers, then - even you, Julio, the chairman of the centre's coordinating committee?"

"Yes. The volunteer tradition is as old as the centre, for it was volunteers who started it. As you may know, the centre was formed in 1972 at a meeting of St. Vincent De Paul Society volunteers. The volunteer principle has remained alive since then."

"So the staff of the centre are largely volunteers?"

"Yes, that's right. But we also have four community workers - very effective professionals - who are permanent. Others are hired on a temporary basis when necessary to carry out specific projects. At the moment, we have eight such workers. We carry out our work together - permanent and temporary workers, and volunteers."

"Then," I said, thinking of the impressive figures on services rendered, "you have a large number of very effective volunteers?"

Training the volunteers

"Yes and no," replied Fatima, laughing. "There are not many of us, but I think we are effective. Many of our volunteers had already been trained as social workers in Portugal. Others have been trained here, thanks to the Quebec Department of Immigration. The department, having sponsored a committee to study the training of the volunteers working with the immigrants, set up a pilot training program. Special courses were organized by the University of Montreal faculty of continuing education. Various organizations, including our own, now have contracts with the Department of Immigration to use the volunteers trained there.

"It is a unique and innovative system. I think Quebec is the only province to have it. In other parts of Canada, volunteers are trained by private organizations, either by a local centre, such as the Etobicoke Volunteer Center, which trains volunteers for the other organizations in the area, or by the organizations on an individual basis. When they have to assume the responsibility for training their own volunteers, the task is extremely time-consuming.

"Here, at the centre, volunteers perform almost half the duties. They seem to be effective. But, as I told you, there are not many of us: only about 30, and all part-time."

"I would like to be able to tell you there are a lot of us," added Julio, "but that wouldn't be true. Most of those who are successful in life forget their former fellows in the ghetto. They no longer have time to be concerned. But there is a small nucleus who are faithful, and work extremely hard, as our professionals do."

"So that's your modern technology!" I exclaimed. Since they did not understand my remark, I explained the conclusion I had drawn from their figures. They all laughed.

"We are the gadgets. As for the building, you can see for yourself the conditions in which we work. We suffocate in summer and freeze in winter. We do not have enough room for our employees, nor do we have a waiting room for our clients. But what else can you find for $3,500 per year? That's all we can afford for rent, because we live from day to day."

"Why is that?"

"It is inevitable, given the circumstances. Since the projects are temporary, and the grants we receive for them constitute our only operating funds, everything here is temporary - staff, lease, everything. This poses enormous problems, both for our work - we sometimes have to interrupt it - and for our staff. There are very few people who can allow themselves the luxury of staying with us without the minimum security necessary to raise a family. We get by as best we can. Of course, we have to work within the constraints imposed, either by our budget, or by our professional and volunteer staff and with the volunteers made available to us by the Quebec Department of Immigration. But, thanks to the goodwill of all, at the price of considerable sacrifice, we succeed in fulfilling the mandate we were given when the centre was founded."

The centre's mandate

"Which was?"

"To serve the Portuguese community of Montreal."

"To serve . . . that's a vague term. What exactly do you mean?"

"I will explain it briefly," answered Julio, smiling. "We bridge the gap between the Portuguese community and the Quebec and Canadian societies."

"Bridge the gap?"

"Yes, we provide a bridge; for when he arrives here, the average Portuguese immigrant finds himself separated by a chasm from the Canadian society which he must, and which he wants to, become a part of. He therefore needs a bridge to help him reach his destination. That is what we provide. That is what we make available to him every day, here at the centre."

"Just a minute! You're moving too quickly. I can understand that the immigrants suffer a bit of culture shock when they come here. But a chasm? That's a very big word."

The typical immigrant

"I'm not exaggerating," answered Julio emphatically. "Think for a minute about what the average immigrant is like. He is not only an individual who speaks another language and has other customs, although these factors are extremely important. He is also from a rural background, a small farmer, who finds himself in an urban environment for the first time. Everything is unknown and strange to him - the social life, the economic organization and the rights and responsibilities it carries with it, the type of housing, services - medical, educational, recreational and so on.

"Then, he has lived under a totalitarian system; for the first time he finds himself in a democratic country. He does not know how to behave to officials; he is hesitant about playing an active part in community, union or political affairs.

"Thirdly, he is used to living in a world scarcely touched by the industrial revolution. His manners and knowledge are not at all what are required in a technologically advanced society like Canada. Here, you need to know how to express yourself, to read, write and compute. You have to be capable of taking retraining courses.

"Finally, he is used to a simple life. He has never experienced the manipulative advertising to which the members of our ultra-consumer society are subject today. He therefore lacks psychological defences against insidious advertisements.

"You can see, then, that the person I am describing, from an environment that is rural, limited, scarcely industrialized, authoritarian, has inevitably values that are often the opposite of those of Canadian society. His family relationships are different, he has a different way of raising his children, and so on. I am sure there is no need for me to dwell on that. Suffice it to say that, when the average Portuguese immigrant arrives in Canada, he is disoriented in every aspect of his life. He lacks the means to become integrated into Canadian society."

"You did not exaggerate, then, when you suggested that the immigrant was separated from Canadian society by a chasm. Would you explain what services you offer him to help him to bridge the gap?"

A bridge across the chasm: the centre's services

"You will understand from what I have just said that we planned our services to meet the needs of the hypothetical individual I have just described. But do not think that any program is imposed on him in a paternalistic manner. On the contrary, we wait for the individual to approach the centre (in person or by telephone) and we respond to his specific request. Depending on what is required, we provide him with information, or direct him to a particular government office. We explain the forms to him; we translate a letter or some documents; we advise him.

"Then, and this is important, based on the fundamental problem we sense behind his request - a lack of knowledge of French, or of a particular law, a lack of understanding of the banking system - whatever it may be - we direct him to educational activities organized by the centre. So the help we provide to individuals is reinforced by group and community programs."

Complementary activities

"I must remember that principle: double-faceted activities."

"Yes, as far as the client is concerned, there are two facets. Where the centre is concerned, however, our activities have three facets; in addition to our individual services and group programs, we cooperate in activities organized by other community groups and participate in initiatives of various provincial departments. The purpose of this third facet is the same as that of the other two: to facilitate the immigrant's integration. But, at this level, the centre's activities are aimed at increasing the understanding of Canadian organizations of the immigrant's problems, or creating conditions more favorable to his acceptance by Quebec society."

"Good! I think I understand one of the secrets of your effectiveness; you attack the problem on a number of different fronts. I would like to know the details of the activity of which the project Integration we are to discuss is, I believe, the reflection."

"Not the reflection," he corrected me politely, "but one among others."

Centre activities: interrelated projects

Seeing my surprise, Julio added quickly: "I think that it would be best to describe the whole of our work - or, in other words, all of the centre's projects.

"Taken together, our projects form a whole. Each one, however, by approaching one or more specific problems, has its particular emphasis. Although each project is a single entity, none of them should be considered in isolation. They are all closely related with one another, and they all have the same aim. That is why you cannot understand the specific scope of the project Integration without seeing it in relation with the centre's other projects."

"All right! Then give me an overview."

"OK! As you know, in 1977-78, the centre had 6,231 clients, an average of more than 500 persons per month. Let's analyse what these clients requested. You will see that certain subjects keep turning up again and again. And, if you think about the average immigrant's problem, you will understand why. This is the list:

Work: unemployment, minimum wage, accidents, finding a job;

Pensions: old age pension, Quebec Pension Plan, CPP and so on;

Social insurance;

Health insurance;

Family allowances;

Education: day-care, welcoming classes, school system, equivalence, and so on;

Housing;

Immigration;

Citizenship;

Legal aid;

Social assistance;

Transportation;

Other: gas, water, electricity, telephone and so on.

We therefore decided, as one of our priorities, to provide an on-going information program based on those subjects. You see, we have learnt by experience that information is best passed on when assistance to individuals is reinforced by group and community activities. We therefore organize simultaneously at the centre three types of group activities for our clients; lecture-meetings for 30 to 50 persons; information and discussion sessions for smaller groups of eight to 15 persons, and courses aimed at introducing the immigrants to Quebec life (Appendix 2)."

Principle behind the courses

"Courses? What kind?"

"We organize a number of kinds. They may be literacy classes, using Paolo Freire's method adapted to our needs. They may be French classes, which I will discuss more fully later. Or they may be courses aimed at explaining government forms and how to fill them out: tax statements, requests for unemployment benefits, the list of expenses for health insurance, for example. We also often include pay cheques, and analyse the deductions, gas and electricity bills, and so on."

"Are these courses an important part of your activities?"

"Yes, because they clearly reflect the philosophy behind all our activities. Our basic purpose is as follows: to make the individuals independent; to train them to stand on their own two feet, so that they will break their ties with the centre and leave room for others - the new arrivals. (Our clientele is continually changing. Our programs are not perpetually directed at the same persons.)"

"Your principle of independence is very democratic. Your students must be grateful for that!"

"Unfortunately, not all of them are. You know, when you have been accustomed to a paternalistic system - where everything was done for you - without giving you the tools to do things for yourself - I mean the ability to read and write - you find it difficult to make the effort. But, gradually, the advantages of our methods come to be understood."

"Our policy even created problems with some travel agencies," added Fatime. "They were making a good sum of money by charging the illiterates for doing the paperwork for them. Some would have liked them to remain handicapped in this way for their whole lives."

"Despite some criticisms from persons with conflicting interests," continued Julio, nodding his head, "the idea of making our clients independent of the centre is basic to all our activities. The most dangerous trap for an organization such as ours is to lose sight of that principle."

Method of instruction

"That's true," I agreed, "and I can see the concept in all three facets of your activities. But can you give me an example of the method of instruction you use to reach your goal?"

"Of course. This year, we developed a method of group instruction we had been experimenting with for some time: it involves teaching the clients to understand various government forms and how to fill them out. Previously, we had organized meetings at which a lecturer addressed a group of, say, 15 persons. He then asked those present to raise questions. And, while some were talking, the others were getting bored. The sessions dragged on, and the students lost interest.

"We solved the problem by having the students work in teams. We ask them to sit down in groups of three, around a table. Each has only the questions of the other two to listen to. And, because the group is small, each listens, and learns much more. Each person fills out his or her own form, and the teacher, who moves from group to group to answer the questions, monitors it. It works very well."

Julio smiled, and continued: "Well, I think you understand our method better now. Let's move on to our French courses. This is a very large project, because we consider the teaching of French as top priority."

French classes: top priority

"I would like to explain why we accord such high priority to the teaching of French. If you analyse the number of requests for translation and interpretation we receive at the centre, you will understand immediately how serious the problem is. You will see why we consider this part of our work to be so important. We are convinced, as we always have been, that lack of knowledge of French is the most serious handicap for the immigrant who wishes to integrate into Quebec society. But it is not enough to simply organize a course which is technically adequate. It is even more important to motivate, support and encourage the student once he has begun his studies.

"The psychological side of learning is fairly complex. Don't forget that we are talking about a man with only four years' schooling. He has worked since childhood. Now that he is grown up, education seems to him to be unnecessary, since he has always got by

with what he knows up to now. And the very idea of French classes frightens him a little. It intimidates him."

"What do you do to change his views?"

"Well, three years ago we undertook a massive campaign to motivate and inform our community:

- 900 circulars were sent to the parents of the Portuguese students in the neighborhood schools;
- posters were displayed in the commercial establishments most frequented by the Portuguese;
- messages were slipped into 700 shopping bags;
- notices were sent to the Portuguese-language newspapers;
- a special program was broadcast on the radio."

"Did you get positive results?"

"I think so. Obviously, we have continued our efforts over the years. Now the demand is such that we have had to develop a very large program, as I mentioned. It will be implemented with the technical assistance of the Montreal Catholic School Commission (MCSC), and with its financial support. There will be four teachers working full-time. Here I have a description, drawn from the project, of the principles behind the teaching and activities we plan (Addendum 1).

"I think," added Antonio, "that the centre's efforts in the area of continuing education are very important. They are closely related to our view that the client must be made independent, and capable of functioning on his own. The client who is able to do that, you see, will be ready to cross the bridge. And that's the basic idea behind the whole program."

"Yes, we always come back to that," said Fatima, "for the work of the centre, that is, the aggregate of its projects, has that aim. Our projects are like the cogs in a watch; they intermesh, and each one makes the others turn."

Youth programs

Then, using the same analogy, he continued: "I would like to point out the relationship between the training provided for young people, and that provided for adults. Our youth programs follow naturally from the programs developed for the adults. One purpose of these programs is to make the parents - who have not had the opportunity to study - aware of the value of a good education for their children. We also try to motivate the children to continue their studies, and to help them to catch up to their Canadian schoolmates in certain subjects (Appendix 3)."

"This youth program, no doubt, is also related to another program?"

"That's right. Because immigrant children also have problems, you will notice that, among the community initiatives we have supported, is the attempt to increase the understanding of the teachers and social workers in the schools (Appendix 4). This attempt has borne some fruit. Nowadays, teachers in the neighborhood schools (Groulx and Dawson, among others), and in the welcoming schools, come to the centre for information on the mentality of Portuguese parents, and on how they bring up their children. They are really interested in their pupils; they even want to know how they go to school.

"We consider our cooperation with the teachers extremely important. If the immigrant children are to be completely and happily integrated with the society in which they live, the human potential of each of them must be developed as fully as possible. At the same time, it is important that these young people maintain harmonious, understanding and respectful relationships with their parents. Let's try not to add the culture gap to the generation gap! And indeed, in the hope of avoiding that, a number of the schools have asked us to organize, at the schools, activities in which the parents as well as the children can participate. We were delighted to respond (Appendix 3).

"The interest of such events is obvious. And to what other program are they related? I am intrigued by the way all your activities are meshed together. Where will it lead us now?"

"Well, this time it takes us back to the other group activities and community activities run by the centre, in fact, to those which constitute the Integration project we are discussing today. We have surveyed our activities as a whole. Now you can understand how the activities of this project are related with the centre's other activities. You will be able to see better how it fits into the whole, and then we will be able to discuss the details. Let's look at them together.

Project activities

This project will make possible the following activities:

1 Information and news and subjects which promote greater knowledge and understanding of Canadian society. This will be achieved through a weekly radio program; participation in community television; articles in community newspapers and bulletins.

2 Weekly meetings with the centre clientele and other Portuguese immigrants. These meetings will make it possible for the participants to share their experiences, and for various aspects of Canadian society to be clarified. The meetings may take various forms:

Film followed by discussion

Lecture or round-table discussion

Cultural exchange evening

Initiation to Quebec life (classes)

3 Excursions and outings to get to know Quebec and Quebec life:

visit a farm, winter outings (Quebec winter sports), excursion, to Ottawa and Hull and so on.

4 Information will be provided to individuals, groups and/or institutions interested in learning about the culture of the Portuguese immigrants. (Centre annual reports show that there is considerable demand for this service. The response is often somewhat superficial, because of the centre's limitations.) The centre's access to the resources and members of the Portuguese community enables it to accomplish these aims.

Social Integration

Schedule

October	. Information	"The Portuguese in Canadian Society" (Duration: 2 weeks)
	. Meetings	Meeting on the centre's role with respect to the integration of Portuguese immigrants. Meeting on the problems of the Portuguese groups in Canada.
November	. Information	"The Social Assistance System in Quebec" (Duration: 2 weeks)
	. Meetings	Information meeting on the social assistance system in Québec Meeting with film on Canada Evening with a group of Canadians from the neighborhood
	. Outing	Excursion to Ottawa or Québec
December	. Information	"The School System" (Duration: 3 weeks)
	. Meetings	Information meeting on the school system. Meeting with the parents of the Holy Infant Jesus school. Meeting with film on Canada.
	. Outing	Visit the schools with the parents.
January	. Information	"The History of Canada" (Duration: 4 weeks)
	. Meetings	Lecture on the history of Canada Lecture on the history of Canada (conclusion) Meeting with the parents of D'Arcy McGee School
	. Outing	Excursion for winter sports.

February	. Information	"The New Immigration Act" (Duration: 4 weeks)
	. Meetings	Information meeting on the Immigration Act Cultural exchange evening with Canadians Meetings with the parents of J-Jacques Olier School Meeting with film on Canada.
	. Outing	Excursion for winter sports.
March	. Information	"Quebec's Political Options" (Duration: 2 weeks) "The Electoral System" (Duration: 2 weeks)
	. Meetings	Lecture on the political options in Quebec Lecture on the electoral system Meeting with the parents of Our Lady of Mount Royal School Meeting
	. Outing	Sugaring off

Group Information/Reflection Sessions on Various Aspects of Canadian, and Particularly Quebec, Life

The initiation to Quebec life program begun last year was continued. It went on until June 2, every Thursday afternoon.

For the contents, see the report on the Luso-Canadian participation project presented to the Secretary of State in 1976-77 (Appendix 2).

The centre organized an information session on housing, to answer the many questions for both tenants and landlords at moving time and while leases are in force. (March 29, 1970)

Organizations that cooperated: St. Louis tenants' and legal services committee.

Number of participants: 35

Information/Training Programs on the Radio

Number of programs: 24 (since October 24 the program has been weekly)

Subjects

1 Tenants/landlords: aspects of the law; practical points; changes of address and services to inform
(April 27, 1977)

2 Recreation and family holidays: need and importance; some existing programs
(June 23, 1977)

3 Legal records - translation and recording of the original text developed by the legal services (several programs)

4 Unemployment Insurance Act

- unemployment insurance and the lack of work
(October 20, 1977)
- unemployment insurance and maternity
(October 27 and November 3, 1977)
- unemployment insurance and illness
(November 10, 1977)
- unemployment insurance - answers to questions from listeners
(November 17 and 24, 1977)
- unemployment insurance and retirement
(December 1, 1977)
- unemployment insurance - most frequent problems; practical advice on how to avoid them
(December 15, 1977)

5 Old Age Security Act

- retirement age and the federal and provincial pensions
(January 19, 1978)
- the old age security pension and the immigrant - full and partial pension
(January 26, 1978)
- the guaranteed income supplement
(February 2, 1978)
- spouse's allowance (February 9, 1978)

6 Quebec Pension Plan

. retirement pension

. surviving spouse's pension

. disability pension

. disabled's child and surviving spouse's pension
(March 9, 1978)

7 Family allowances (March 16, 1978)

8 Citizenship Act (March 23, 1978)

These programs were produced by Radio Centreville.

I read the information program developed for the project carefully. "This is very comprehensive," I said. "I would like to ask you two questions. First, I note that you include some excursions among your activities. Are such outings regularly included?"

Excursions: an inconclusive experiment

"No, this was our second experiment with excursions. We tried them once before, in 1976, when we went to Rawdon, Quebec City and to a sugaring off. This second experiment was not conclusive. I do not think we will repeat it - at least, not without changing it."

"I am sorry about that," said Fatima. "It seemed to me that people's eyes should be opened to Canada - that they should be made to leave the few streets that they know. Some of the old folk, you know, have never left their neighborhood. They in particular are sad and lost in the urban environment in which they found themselves for the first time when they arrived here. I wanted to show them that there are cows in Canada too. It may seem ridiculous, but you can't imagine how much the old folk appreciated it. You know what it means to be homesick, don't you?"

"I know," affirmed Julio, "and we also took advantage of these opportunities to distribute informative brochures drawn up by the centre - the schedule for the various French courses in the city, and a Portuguese translation of notices from the social agencies in

the St. Louis area. That's where many Portuguese live. But, organizing these excursions, we came up against a technical problem: it was always the same persons who benefited from them. They should have been monitored to enable a larger number of people to participate. That is why we will not repeat the experiment without changing the registration form.

"And your second question?"

Why Thursday?

"I do not understand why you chose Thursday afternoon for the information sessions. Was it by chance?"

"Not at all! When a program of this kind is organized, you must have a good knowledge of the habits of the clientele you hope to attract. Here in Quebec, if you are unfortunate enough to be unemployed, Thursday is the day when you must fill out the card that is to be presented on Friday. It is also the day when the Portuguese go down to the market to buy the fresh fish that arrives that day. So they are very close to the centre; they can do their shopping and come and see us in a single trip. So, as you can see, it's not at all by chance that Thursday afternoon was chosen."

Topics chosen and the multiplier effect

"Let's examine now the topics of the lectures, the information sessions and the radio broadcasts in the project," continued Julio. "You will note . . ."

"There's no need to explain. I can hear the refrain. I see that you have completely repeated in the radio programs the same subjects that were dealt with in the information or initiation sessions. Your aim was to reinforce what you had done with the individuals and the small groups, wasn't it?"

"Of course. We were not constantly serving up the same dish, but reiterating, and disseminating to a larger audience, the information we wished to get across. In doing this, we were able to benefit by the multiplier effect."

"That's very intelligent. When I look at the subjects dealt with, it is clear what selection criteria you applied. Each lecture, each course and each subject addressed in the information sessions and in the radio broadcasts is directed at specific problems of the disoriented immigrant you described. Tell me, who led the information sessions at the centre?"

"We called on a number of groups: sometimes professionals from the Portuguese community, including some accountants, lawyers and nurses who act as resource-persons; sometimes Canadian officials. If the latter did not speak Portuguese, the people at the centre interpreted for them."

Participants' reactions

"A varied group, I see. Are these lectures well received by the audience?"

"Judging by the reactions of the participants, I think so."

"Oh, that's interesting! I always wonder how one can know whether sessions like that are successful - if, in fact, the people have understood the message."

"Well, we base our opinion on a number of things; first, on the number of registrations from year to year. After all, if the sessions had a poor reputation among the centre's thousands of clients, nobody would register after the first year. But the number of registrations is increasing. Furthermore, the participants ask a large number of questions, which shows their interest. They also offer suggestions for other workshops. It seems to me these factors indicate that the sessions are well received."

"I think so too. Was the same true for your radio programs? How can you really know they were listened to?"

Radio and television

"Oh, the Portuguese community in Montreal is like a village," answered Antonio. "It has its own clinics, its cafés, its groceries, its billiard rooms. And it also has its newspapers and its radio - Radio Centreville. The station has between 6,000 and 10,000

faithful listeners - including the majority of the Portuguese community - who listen to it regularly. As for the resctions of the listeners, you know them by what you hear around. In ethnic communities, those who talk and gossip are just as important as they are in a village. They are listened to, and often they are believed. Reputations are made by word of mouth - and that of our programs, like that of the centre itself, is, I am happy to say, excellent. What is even more important, our programs are talked about, and the contents are discussed. In other words, we get exactly the reaction we want."

"That's good! And who made the programs?"

"We decided on the contents ourselves. But here again," explained Antonio, "we were able to call on a number of resource-persons - just as we did for the information sessions at the centre."

"And what about television? Don't you use that? After all, everyone watches it. Wouldn't that be a good means of communication?"

"Yes, if we had enough time to put across our message. The 15 minutes we were granted this year are not sufficient to do this. So we count on the community TV and on the community newspapers - Voz de Portugal and Hora Portuguesa, to communicate our notices and publicize our activities."

"Do they charge much for their services?"

"No, they don't charge anything, thanks to the influence of centre volunteers."

"Ah, that's another one of your secrets: you try, through your volunteers, to make use of personal contacts everywhere."

"Naturally, our volunteers help us in that way. Their assistance is particularly important for contacts with other city agencies and with the government. This year, one of the most significant aspects of our programs was, as I have told you, our work with the MCSC. It took us an entire year to draft the document we submitted to the commission. Throughout the whole time we were helped by a volunteer. Very specific knowledge was necessary to write such a serious paper, and that person had such knowledge; we were able to take advantage of it."

Criteria for cooperation with the government and other city agencies

"Unfortunately not, but that is not always necessary. What is necessary, however, is to have a good understanding of the terms of reference of the agency you are approaching; to present your case carefully, to provide relevant and very specific data, to demonstrate, irrefutably, that you have the ability necessary to undertake the program you propose, and that you are willing to cooperate in order to implement it. That is the procedure followed by the volunteer who assisted us to prepare the case for the MCSC. It is how we always try to proceed.

"Here is an example of how it works. For more than a year we worked closely with the St. Louis local community service centre. Finally we were able to persuade them that, if they really wanted to serve the people in the neighbourhood effectively, they should hire a social worker from the Portuguese community."

"So it's the combination of your patience and the coherence of your presentation that carried the day."

"That's right. Those principles have always governed our relations with the agencies and departments with which we deal."

"Such as the Quebec Department of Immigration?"

"Yes, that and other federal and provincial departments have funded a good number of our projects (Appendix 5). Their cooperation and support, both technical and financial, have always been valuable. We have close contact throughout the year with Messrs. Rooke and Boucher in the Training Branch, and with Messrs. Bissonette, Falcati and La Rue in the Adjustment Branch. We try to make them aware of the problems of the community, and to offer our cooperation to solve them. So we willingly participate in a variety of initiatives by the department, as we also do in initiatives by Employment and Immigration Canada."

"Initiatives?"

"Yes, such as their many information and consultation sessions, and the social action committee. The committee's purpose was to propose measures which would facilitate the adjustment of immigrant children and would increase the understanding of the agencies which work with them. But there are many others. Here is a list of the most recent activities of that kind (Appendix 6). We have always found the departmental officials understanding, open and receptive to innovative ideas. They see the work of the centre and that of similar organizations as a reinforcement and extension of the government's assistance to the immigrants. Like us, they want them to have access to the existing social services, and they hope that the ethnic associations and the Canadian community organizations will provide the bridges that will make that possible."

"Here we are back at the idea of a bridge again! You have just mentioned the Canadian organizations in this connection. Do you think they play the same role as the centre?"

"They can certainly do, but only, and particularly, when they understand the cultural differences of the immigrants, and the many special problems they face. When we work with them, it is these things that we try to make them aware of."

"Then you act as interpreters for them?"

The centre as a resource organization

"Yes, and also as an associate and a resource organization. Many of them, particularly the Centre social d'aide aux immigrants, consult us - through their social workers - in order to increase their understanding of their Portuguese clientele (Appendix 7). They want to know how they talk, how they feel, and how they act. In fact we are inundated by requests for information. Other professionals, too - doctors, nurses and teachers - approach us for the same purpose, as do those working in continuing education for working people. We also receive requests for information from researchers who are developing documentation on the Portuguese community (Appendix 8), and from the students in a variety of departments: sociology, social work, philosophy, history, political science, and so on. I think it is important to recognize the growing interest of the young in the problems of the immigrants and in multicultural relations."

Promotion of multicultural relations

"You, yourself, are interested in actively promoting multicultural relations, I believe."

"Yes, we are. We often work with other agencies to promote sociocultural exchanges - the cultural family holidays of Carrefour and the Co-op Olier, the multi-ethnic meetings of the Centre social d'aide aux immigrants; there's a long list of them. Here it is (Appendix 9). In our view, these reciprocal exchanges are the final step on the road to integration. For, once the immigrant has crossed the bridge, if he is to live happily and positively in Canadian society, he must feel that he is accepted by that society."

"'Accepted by society' ... That's very abstract, isn't it?"

"Maybe, but when you think about it with respect to individuals, as we do in our projects, it's no longer abstract. We try to transform the abstract idea into something concrete. As you see in the Integration project, we prepare programs for Radio Centreville, not only in Portuguese, but also, for our Quebec neighbors, in French. We present a little Portuguese history, some glimpses of the life of the new Quebecers of Portuguese origin, our music and so on. We think that peoples need to get to know one another to be able to appreciate and accept one another. So, in order that integration may become a reality, we work to promote mutual understanding. We are convinced that the Portuguese and Quebec communities will be socially and culturally enriched, as a result of the friendship thus established between them."

Julio was going to go on when the telephone rang. His wife was calling him, to ask him not to come home too late again that evening. She also asked him to pick up a large loaf of bread at the bakery nearby on his way home.

Embarrassed that I had kept them so late, I thanked them for having explained so fully the centre's work.

"Come with us," said Julio. "We will buy some extra bread, and eat it together, Quebecer and Portuguese."

Appendix 1

Number of clients assisted and services rendered to the community

Month (1977-78)	Clients	Information Referral Orientation	Forms with information	Interpretation and verbal translation	Letters with orientation	Translation of documents	Counseling	Telephones	Total services
April	682	502	254	101	46		90	69	1,062
May	541	301	200	124	39	14	51	106	835
June	502	210	236	114	37		47	95	739
July	395	264	209	97	13	18	32	85	718
August	616	248	285	133	23	13	51	142	915
September	439	277	264	99	17	4	37	205	903
October	501	314	341	94	20	6	62	243	1,080
November	565	301	333	132	30	2	66	223	1,087
December	456	183	354	112	5		41	123	818
January	469	210	342	139	11		55	167	924
February	579	220	342	194	29		37	145	967
March	576	218	340	167	19	3	58	148	953
Total	6,321	3,248	3,500	1,506	289	60	627	1,771	11,001

Note: Table omits clients assisted by telephone.

Appendix 2

A Lecture-meetings

The Charter of Human Rights and the rights of immigrants: Bill C-24

This meeting was arranged in cooperation with the human rights commission. Number of persons present: between 400 and 450.

The new Citizenship Act: the importance of becoming a citizen, possible implications with respect to Portuguese citizenship (March 13, 1977). Number of persons present: between 150 and 180.

B Introduction to Quebec life

Classes on unemployment insurance

Unemployed persons are asked to come together, the same day, to learn as a group how to fill out the request for benefits and the beneficiary's statement, and to be informed on the Unemployment Insurance Act, what procedures must be followed, and so on.

From October, every Thursday afternoon:

French language program

Motivation to learn French: the centre considers language to be the first obstacle to integration. Therefore, motivating members of the community to learn French has been given top priority this year.

The centre organized two sessions of day classes for persons who cannot attend evening classes, either because they work, or because of family responsibilities.

First session

Start: October
End: February
Number of Classes: one for beginners
Number of persons: 25

Second session

Start: February
End: June
Number of classes: one for beginners and one second level
Number of persons: 15 and 23 respectively

C Two series of group information/reflection sessions

On various aspects of life in Canada, particularly in Quebec.

Sessions took place every Thursday afternoon.

The first series began in October and ended in February.

The second series began in February and ended in June.

Total participants: 308

Program

Immigration: the necessity of adapting psychologically to the new country: the most essential elements of such adaptation.

Montreal: the geographic and human environment: the climate, the urban environment, the public transportation system, population, political organization.

Housing: neighborhoods, transportation, rent and tenant protection.

Housing: purchasing a house, building and renovation subsidies, housing cooperatives.

Work: how to seek work, the CECs; the worker's basic rights: minimum wage, holidays, unemployment insurance.

Protection of the worker: unions, labor-management committees, Minimum Wage Board, Worker's Compensation Board.

Money: banking procedures, savings banks, finance companies; the dangers of purchasing on credit.

Contracts and insurance: personal and group insurance; home insurance, car insurance and so on.

The consumer society: advertising and consumer protection; supermarkets, credit cards; the family budget.

Taxation and pension system: property, school and income tax; Quebec Pension Plan, health insurance, unemployment insurance.

Health: prevention and detection; health insurance; maternity; clinics, hospitals, LCSC.

Social security: health insurance, family allowances, retirement pension, old age pension, social assistance.

School system: welcoming classes, day-care centres, kindergarten to university; enrolment.

Continuing education: occupational (CECs), language, classes for working people, university; enrolment.

Human rights: democratic freedoms, police, identification system, legal aid.

D Information/training radio programs

Series of six sessions on the history of Quebec

The Indians - first inhabitants (May 20, 1976)

Colonization (May 27, 1976)

The English Conquest (June 1, 1976)

The battles against the English (June 8, 1976)

Confederation (June 15, 1976)

The Present Day (June 22, 1976)

Canada: A Land of Immigrants: the basic conditions for settling the immigrants and their contribution to the development of Canada. The example of the Portuguese in housing renovation in St. Louis (June 29, 1976).

The immigrant in an urban, highly industrialized and multicultural society: Montreal as an example of such a society. Some problems of the Portuguese immigrant in this society (July 6, 1976).

The Quebec school system: present organization. Bilingualism (July 13, 1976).

Some programs on the education of the young: the school system and some careers (summer project carried out by students).

The Olympic Games - sports: the need to do sports in order to maintain health in an urban environment. Opportunities for sports (August 3, 1976).

Working in Canada: prevention and on-the-job accidents. Specific examples (September 10, 1976).

Working in Quebec and Montreal: protection of the worker. Unemployment insurance. Specific examples (September 17, 1976).

The Portuguese family compared with the Canadian family: values, culture. Bringing up children. Information on day-care, kindergartens, welcoming classes (September 24, 1976).

Housing: landlords - tenants. What to do when you wish to move. Whom to inform of your change of address (March 18, 1977).

Various messages on a number of subjects such as unemployment insurance, the domestic workers' association, French classes and so on.

E Community television programs

The centre participated in various Portuguese community television programs. For example:

Interview on problems with Portugal, particularly concerning Portuguese who have not done their military service

Program on the domestic workers' association

Round table on some social problems of the Portuguese immigrants and existing social services

Christmas program

Interview on Bill C-24 (fiscal transfers to the provinces)

Interview on the visit of the Portuguese secretary of emigration to Montreal and his meeting with the Portuguese community

Programs on bringing up young people, the school system and some careers (summer project carried out by students).

Appendix 3

A Program for elementary school students and their parents

This program was carried out within the youth advancement project (Canada Works) which began January 3 and ended June 30, 1978.

The children were gathered into small groups where there was a variety of activities. Activities were chosen in the light of the objectives of the project and according to the various needs expressed by the principal of each school. This explains why there were different programs at the different schools.

Activities for the students at Lambert-Closse school: (February 6 to March 31, 1978)

Time: from 3 p.m. to 6 p.m., from Monday to Friday

Number of participants: 32

Activities	Periods	Participants	Duration (minutes)
Extra schoolwork	32	32	60
Painting	22	32	60
Basketwork	6	32	60
Do-it-yourself	9	30	60
Games	51	32	45
Films	6	32	90
Music	20	30	30
Folk-dancing	7	6	60
Creative dance	9	9	60
Outings (aquarium and winter sports)	1	27	1 day

Activities for the students at Holy Infant Jesus school: (March 6 to March 3, 1978)

Time: from 3 p.m. to 6 p.m., three times per week

Number of participants: 40 (half Portuguese, half Quebec and other ethnic groups)

Activities	Periods	Participants	Duration (minutes)
Hockey	30	24	45
Dutchball	30	20	30
Soccer	10	12	15
Basketball	10	10	20
Drawing	2	10	45
Films	1	40	90
Theatre	2	5	150
Outings (aquarium and winter sports)	1	14	1 day

Activities with the parents: (February 6 to March 31, 1978)

Individual contact (letters, telephone calls, visits):
- Visits 30
- Letters 204
- Telephone calls 110

Parents' meetings
- Lambert-Closse school, March 15, 7 parents
- Our Lady of Mount Royal School, February 26, 40 parents

Activities for parents and students together
- Activity: sugaring off, at Henri-Ville, March 19
- Number of participants: 73 (53 adults, 20 students)

B Campaign to inform and increase awareness on vaccination of children

- Wrote up the facts
- 900 circulars to the families
- Circulars distributed to the centre clients

C Preparation of data to present to the public during a campaign to motivate the students to continue their studies

- Research on Portuguese students who have recently graduated from university
- Survey of the graduates
- Two interviews recorded
- Information prepared on various courses

Appendix 4

Community initiatives supported by the centre

Steps taken in relation to, or in cooperation with, other agencies on behalf of the Portuguese community

a Participation in the meetings and the initiatives of the Portuguese social workers in the various community agencies.

These seven meetings, between April 1977 and March 1978, enabled us to cooperate with one another better, to exchange information and experiences, and to set the following priorities for our community action: programs for the young, and information, training and social adjustment programs.

b Meetings with the administrators and/or the social workers at the various Canadian agencies which provide, or which might provide, services to the Portuguese population. Our aim was to exchange ideas on their programs and how they could make them more suited to the needs of the Portuguese, and to establish better cooperation between them and the centre: contacts with the downtown SSC, Travellers' Aid, CIRI, Women's Information and Referral Centre, McDonald House, tenants' association, and University Settlement, among others (January to March, 1978).

c Two meetings with persons from various agencies who are interested in the school problems of immigrants (October 19 and 26, 1977).

d Meetings with the social workers of the schools attended by most of the children of Portuguese origin (March 16, 1978).

e A letter was drafted, in October 1977, to the director of the St. Louis du Parc LCSC concerning the health services provided to the Portuguese population. (A position was taken on the problem of the nursing services.)

f Steps taken in relation to, or in cooperation with, the schools in the St. Louis area.

Meetings with the administrations and the social workers: in addition to those already mentioned, and those carried out by the assistants in the youth advancement program as part of their programs in the schools, we organized other meetings in order to exchange ideas on the problems of the young students and their families, and on how best to understand them and resolve them.

at Lambert-Closse school: December 13, 1977, January 10, 1978, March 8 and 14, 1978;

at Holy Infant Jesus school: December 22, 1977, and February 17, 1978;

at St. John Baptist school: December 22, 1977;

at Our Lady of Mount Royal school: February 15, 1978.

Other activities
Meetings of Portuguese parents of students at the Lambert-Closse school, December 13, 1977.
Liaison with a number of families (difficulties in communicating with the school authorities).

g A working committee formed on the St-Louis du Parc LCSC and its health services.

The aim of the committee is to study what pressure tactics should brought to bear on the LCSC to persuade it to provide adequate health services for the Portuguese population in the neighborhood.

h Cooperation in the project developed by the University Settlement community centre aimed at the young Portuguese; support provided for the assistant in drawing up lists of school-age children.

i Cooperation with the Pilot A community centre summer project on the study of the needs of the St. Louis population and the community resources (three meetings in August 1977).

j Cooperation with the St. Louis conservation project on the problem of fires in the St. Louis neighborhood; information given to the population, and a network for assisting fire victims set up (February 1978).

Appendix 5

Centre projects funded by various departments, 1977-79

A Projects developed and presented for 1978-79

1 Settlement project (Settlement Branch, Employment and Immigration Canada): information, referral, orientation, interpretation and counselling for new immigrants (accepted).

2 Community action project (Secretary of State - community services project - summer - information, documentation, interpretation, community resources and so on (summer 1978 - accepted for 4 students for 13 weeks).

3 Young Canada Works project - introduction to Quebec (Job Creation Branch).

4 Canada Works project - liaison and family assistance (Job Creation Branch): family assistance, communication problems, work problems.

5 Youth advancement project (Job Creation Branch).

6 Integration I project (Secretary of State, Multiculturalism Branch, and Quebec Department of Immigration).

B Projects accepted and implemented - 1977-78

1 Settlement project (Department of Manpower and Immigration - Settlement Branch). Directed toward reception of new immigrants through information and referral services, translation, psychological assistance and so on.

2 LIP project - liaison and family assistance (Job Creation Branch): family assistance, liaison between agencies and families, work problems.

3 Project W5 (Secretary of State - summer project for students): information packages, documentation and records, interpretation and so on.

4 Literacy - integration project (Secretary of State): teach adults to read and write to facilitate their adjustment to Quebec society.

5 Youth advancement project (Job Creation Branch): activities for school-age children and their parents, who assist them in their schoolwork, recreation, and increase their knowledge of the school system.

6 Introduction to Quebecers (Quebec Department of Immigration): some initiatives to facilitate meetings between Portuguese and Quebecers.

7 The MCSC provided financial assistance to continue the courses for adults set up in 1976-77: French and introduction to the Quebec economy.

Note The Quebec Department of Immigration gave the centre a grant, but since it was provided at the end of the year, the activities it permitted us to undertake did not take place during the period covered by this report.

Appendix 6

Initiatives aimed at resolving immigrants' problems

1 Participation in initiatives by the Quebec Department of Immigration and/or the advisory board on immigration

a Participation in the symposium on immigration and ethnic communities in Quebec

One of the members of the centre was in the team which prepared the workshop on immigrant women and the family (see information on the workshop)

Participation of three members in the two days of the symposium (June 4 and 5)

Participation in evaluating the workshop on immigrant women and the family (June 16)

Participation in a round table on the symposium, organized by the Portuguese community television (June 6)

b Follow-up to the above symposium

The team which prepared the workshop on the women immigrant and the family decided to continue its activity after the symposium, emphasizing some of the recommendations made by the workshop. The centre representative remained and participated. The team working at present for the International Year of the Child is paying particular attention to immigrant children.

2 Participation in Employment and Immigration Canada, Settlement Branch initiatives

a Participation in information sessions for social workers in community agencies for immigrants (once a month)

b Participation in familiarization sessions with the agencies.

Appendix 7

Canadian associations and agencies with which the centre maintains contact

Rank and File; Ligue des femmes du Québec (Quebec women's league); Women's Information and Referral Centre; Centre social d'aide aux immigrants (immigrant assistance centre); Comité d'accueil interconfessionel (interfaith reception committee); International YMCA; SANQI (Quebec immigrant assistance committee); Ateliers d'éducation populaire (workers' education workshops); McDonald House; St. Louis tenants' committee; UTIQ (Quebec immigrant workers' union); CNTU and QFL; St. Urbain community centre; MCSC continuing education service; St-Louis du Parc LCSC; St. Anselme welcoming school.

Appendix 8

Participation in studies and/or developing documentation on the Portuguese community

A Developed a bibliography and compiled documents on the Portuguese immigrants in Canada (summer 1977).

B Began to compile and develop slides on the Portuguese community, with a view to future meetings between Portuguese and Quebecers (March 1978).

C Cooperated with the authors of the book Immigrantes Portugueses - 25 annos no Canada, on the 25 years since Portuguese immigration began: responded to a survey (October 1977) and participated in a meeting of the authors and the representatives of the agencies recorded during the survey (November 16, 1977).

D Cooperation with the authors of a study on the Portuguese immigrants in Quebec (not yet published): access to the documents on the subject compiled or developed by the centre, and response to a survey on the centre (January and February, 1978).

E Access to the documentation on the Portuguese immigrants granted to two groups of students from the University of Montreal and the University of Quebec at Montreal (October and November, 1977).

F Interview granted to a group of students from the University of Quebec at Montreal, on Portuguese immigrant women, for their work on immigrant women (December 20, 1977).

G Meeting with a group of students from the University of Ottawa and their professor of sociology of migrations, on the Portuguese immigrants, the causes and consequences of their immigration, their problems of adjustment, and so on (March 4, 1978).

H Participation in a round table on the ethnic minorities in Canada, at Vanier College (December 16, 1977).

I Cooperation with the periodical, Vie ouvrière. Participated in writing No 122, on the immigrant worker, rival or ally, exchanged views on the immigrants' problems, and loaned centre documents on the Portuguese community.

J Interviews granted to the press:

meeting with a journalist from the Toronto Star on the Portuguese community in relation to the French language charter (April 13, 1977).

meeting with a journalist from the Montreal Star on the deportation of several Portuguese who were working at James Bay (August 9, 1977).

meeting with a journalist from Diario Popular in Lisbon on the Portuguese community in Montreal (December 8, 1977).

Addendum 1

Basic education project presented to the MCSC

Basic education project for the Portuguese community in Montreal

Part 1 General objective and kind of activities

Basic education

to know oneself

to know one's environment

to have the necessary tools
to take individual and joint
responsibility

I A General objective	I B Kind of activities
Enable and facilitate the members of the Montreal Portuguese community to:	activities likely to have a direct or indirect impact in the community;
know Quebec society, so that they can deliberately become integrated;	varied, complementary activities;
acquire the basic tools necessary to function better in the new society;	activities involving learning, reflection and exchange, in which the leader helps the participants to discover their values and their needs and/or problems, and how to develop as individuals or resolve their problems;
become aware, as individuals and members of society, of the positive and negative aspects and work at personal and social development;	activities considered from the educational point of view;
be able to share the richness of their cultures with the other groups.	activities developed from the actual situation and specific needs or problems;
	activities in which the clientele is encouraged to participate as actively as possible.

Part 2 Clientele, objectives and activities

Teach and learn

2 A Situation of the clientele	2 B Specific objectives	2 C Activities
Movement from rural to urban environment	Facilitate understanding and critical analysis of the new society, to enable participants to function in it better, take personal responsibility, and participate in changing it. (Social, economic, legal, political, cultural life - laws, structure, values - in particular with respect to health, work, the family, education, housing, political life, rights and responsibilities of the citizen and so on.)	Information/training activities a Public sessions and meetings. b Radio and television programs (community radio and TV) c Publication and distribution of documents providing information and food for thought, particularly a bulletin, which should be, at the same time, an echo of the various programs. Activities on topics, problems and/or events affecting the community and of social importance, during which the people can: find and share information analyse it critically look for opportunities to take specific action. Organization of educational and cultural evenings, on current topics. Lectures Discussion groups Slide shows Films Press reviews and so on.

Situation of the clientele	Specific objectives	Activities
Movement from totalitarian to democratic system.	Desanctify authority and the role of officials.	a Encourage adequate use of public and community services. b Encourage thought and discussion on the subject, from concrete situations.
	Develop democratic behavior.	The philosophy, methodology and basic attitude of all activities must contribute to this aim.
	Motivate participants to participate actively in community and group life.	Take advantage of all opportunities which arise to: a participate in activities with other groups or ethnic groups; b participate in group action to solve common problems. c Promote knowledge of and participation in community associations and organizations. d Encourage analysis and discussion of questions of group interest. e Encourage participation in elections (at all levels).

Situation of the clientele	Specific objectives	Activities
Integration into technological society, and therefore, new basic, functional and working tools.	Motivate participants to acquire necessary basic tools (French, computation, mathematics).	a Continuing individual assistance through the centre. b Information/motivation campaigns. c Orientation to existing classes.
	Facilitate the learning of French for specific groups.	a Experimental approach to French from daily life. b Organization of special French courses such as day classes for night workers, classes for mothers who look after their children; classes for persons needing technical vocabulary (in relation with their occupations) and so on. c A monitor on duty in a room set up for reading and open to the public at specific times for specific purposes - people who need help in reading and understanding, in deciphering a document or a bill, for example, or in doing accounts. (The problems of everyday life.)

Situation of the clientele	Specific objectives	Activities
		d Possibility of literacy courses using Paulo Freire's methodology (adapted to the immigrants' situation).
	Make available to Portuguese workers occupational training and retraining programs suited to the Quebec labor market.	a Continuing individual assistance through the centre. b Information/motivation campaigns. c Orientation to existing classes. d Organize specific courses, according to needs, from previous knowledge and experience, with a view to acquiring techniques used here.
	Facilitate the understanding, critical analysis and practical utilization of documents frequently used in daily life, and of the topics and/or situations to which they refer, so that participants may take deliberate action.	Learning and activity workshops from documents such as: tax return, job statements, pay cheques and deductions, bills, forms of all kinds, collective agreements (labor) and so on.

Situation of the clientele	Specific objectives	Activities
In an ultra-consumer society	Facilitate basic knowledge about the economy and marketing. Make participants aware of the personal and social risks of consumption and facilitate the discovery of the means of preventing and/or resolving, individually and collectively, related problems. Encourage cooperation.	Economics course (basic ideas, applicable to the family budget). a Public sessions and meetings providing information and encouraging reflection. b Radio programs (community radio). c Publication and distribution of documents. d Workshops providing information, reflection and activity on specific subjects and/or existing problems and/or how to avoid them. When activities lend themselves to it, become open to possible and interesting forms of cooperation (e.g. house renovation).

Situation of the clientele	Specific objectives	Activities
Insecurity when confronted by a new situation, exacerbated by the fact that they must begin and/or remain at the bottom of the ladder. (Unemployment, illness, on-the-job accidents, poorly paid and non-union jobs, underemployment, young drop-outs and unemployed, and so on.)	Facilitate better understanding of the labor market and of the laws and procedures for worker protection. Teach the people how to prevent the most common problems and to discover means of individual and collective self-advancement, socially, economically, culturally and intellectually.	a Public information and reflection sessions and meetings. b Radio programs (community radio). c Publication and distribution of documents. a Create an atmosphere in which people can express themselves, exchange ideas, share their experiences, analyse their situations, take initiatives, organize to take action. b Work with target clienteles, according to priorities to be decided, to develop activities aimed at resolving and preventing common problems. Such activities should also be a point of departure for necessary learning, in relation with the various objectives listed.

Situation of the clientele	Specific objectives	Activities
	Motivate and encourage the young to continue their studies and/or occupational training.	a Campaigns aimed at the young and their parents, as much as possible with participation of those who have succeeded in a given area. b Information and orientation workshops.
The impact of the new society on the family life. The women on the labor market, the isolation of housewives and old folk, children raised in different cultures (culture and generation conflicts) and so on.	Promote the education of couples, to enable them to understand their situation and their children's world better.	a Activities on topics of importance for family life. b Family education courses centred on the acculturation of the younger generation. c Meetings between Portuguese and Quebec families.
	Facilitate, among the young, a better understanding of their situation and of their parents' world.	a Activities which encourage knowledge and recognition of the parents' culture, and, as far as possible, organized by adults and young people together, on special occasions. b Activities aimed at assisting participants to express their needs, reflect on their lives, and seek suitable solutions.
	Encourage and facilitate parental involvement in the schools.	Activity with parents and school to bring them closer together and increase their mutual understanding; cooperation in meetings of parents at the schools.

Situation of the clientele	Specific objectives	Activities
	Motivate and encourage the women to become aware of their situation and seek and implement ways to change it.	a Workshops for information and reflection. b Activities to encourage participants to actively seek solutions to their own problems where possible.
	Assist the elderly to understand, as far as possible, this society, and to organize to find answers for their needs and difficulties, particularly isolation.	a Meeting place. b Activities which take account of their aspirations and abilities.
A wealth of traditions and values to preserve, develop and share, on both sides.	Develop pride in one's own heritage and in showing it, and a wish to learn and acquire enrichment from other cultures.	a Promote cultural activities likely to assist and develop Portuguese traditions and values. b Participate in cultural activities of other ethnic groups.

Situation of the Clientele	Specific Objectives	Activities
	Facilitate the discovery and understanding of the habits, customs, traditions, values, attitudes of traditional Quebecers, and share our own with them, and promote a closer relationship between the two groups.	a Information/reflection on the history of Quebec and Canada, with emphasis on social history (the life and development of people): Group sessions Radio programs Films and slides Classes and visits. b Meetings between Quebec and Portuguese groups based on common interests or activities which are attractive to both, such as cookery classes, excursions, film which encourages discussion, and so on. c Private invitations by families for traditional celebrations or special days.

Part 3 Phases

Understanding always leads,
sooner or later, to action.

Phases

We have divided this project into three major phases. The time allowed for each phase is from a year and a half to two years.

Paradoxically, we consider all the proposed objectives to be priorities, so urgent and necessary are they. But we had to choose, since we cannot address them all at the same time. However, they are so closely related that, in certain cases, a single activity will be contributing to a number of objectives at the same time.

So the three phases should not be taken too literally. According to circumstances, needs and periodical evaluations of the relevance of the programs, it is possible that certain parts for which a phase is now proposed may be accomplished in another phase, and so on.

In choosing the objectives and activities for the first phase, we used the following criteria:

Urgency of pursuing, intensifying and improving educational activities of which the centre already has some experience, and which are almost certain to be successful if the means are available;

Necessity of choosing activities according to very specific needs, making it possible to motivate and mobilize participants more easily, while giving short-term tangible results. This is very important to maintain the confidence of the participants and to stimulate them to pursue more difficult or long-term objectives.

Need to begin language learning using methods developed in relation to the real situation and the daily needs of the participants and pursuing at the same time a broader objective: to assist them to become aware and active members of the new society in which they live.

The choice of objectives and activities at the other phases were based on the following criteria:

Need to follow up on the objectives of the previous phase(s), by continuing the activities begun, and by introducing other activities with the same purposes.

Need to begin and/or continue to work toward new objectives and new activities chosen for their close relationship with the objectives of the preceding phases, or because it is important to have had positive previous experiences.

Difficulty of meeting some of the goals or carrying out some of the activities in the previous phases, because of their complexity when transformed to real-life situations, given the clientele for whom the project is intended.

Phase 1

We consider it extremely important to implement the first phase carefully, since the whole project is based on it. We must therefore devote all the time necessary to preparing the means to begin the activities, or to actually car ying them out.

1 Choice and preparation of the human resources:

a Selection

b Preparation of monitors:
Integration into the community;
Integration into the centre;
Integration into the basic education program;
Further training as monitors/educators.

2 Choice and preparation of material resources:

a Room and facilities;

b Research and preparation of working tools;

c Research, development and/or adaptation of materials appropriate for the various activities in this phase.

3 Planning, preparation and implementation of activities (Part 2 C), in order to reach the specific objectives in each case (Part 2 B).

All the activities must be directed at the same time toward identifying and analysing with the population the priority needs which could be addressed in future actions.

4 Evaluation of the activities carried out and the relevance of the programs;
Changes necessary to reach the objectives proposed better.
Progress will be evaluated and changes made on an on-going basis, but more intensively at the end of each program and each phase.

Phase 2

1 Continuation of the preparation of the human resources.

2 Continuation of choice and preparation of the material resources.

3 Continuation, extension and intensification of the activities in Phase 1.

4 Planning, preparation and implementation of activities (Part 2 C), in order to reach the specific objectives in each case (Part 2 B).

5 Evaluation of the activities carried out and the relevance of the programs. Necessary changes made in the project.

Phase 3

1 Continuation of the preparation of the human resources.

2 Continuation of choice and preparation of the material resources.

3 Continuation, extension and intensification of the activities in Phases 1 and 2.

4 Planning, preparation and implementation of the following activities (Part 2 C), in order to reach the specific objectives in each case (Part 2 B).

5 Evaluation of the activities carried out and of the corresponding programs.

6 Evaluation of the basic education project.

7 Outlook.

Part 4 Human, material and financial resources

Everything is possible
if one has the resources.

Human resources

The human resources are the key to the success of this project. They come from various sources and are of various kinds. Thus:

1 The centre's coordinating committee, responsible to the MCSC and the Portuguese community for planning, directing and administering the project.

2 The MCSC, which provides not only financing, but also advice and technical and pedagogical support.

3 The monitor-educators, regular, full-time or part-time staff, responsible for implementing the project. These persons, recruited from the population itself, must have the motivation, stability, attitudes and aptitudes (human and technical) necessary for this kind of work with this kind of population.

4 Resource persons to whom the coordinating committee or the monitors may appeal if necessary. They could be those who usually assist the centre and/or to be found in the Portuguese community or elsewhere.

5 Volunteers who will assist the monitors to carry out activities and/or perform other duties.

6 The other centre staff, whose cooperation is essential, given their continuing contact with the clientele when they work with individuals.

It is they who receive their requests, know their needs, and their difficulties, how they act and behave, and so on.

It is also they who can be, in a number of cases, because of their practical experience and knowledge, resource persons. Moreover, in certain cases, it is absolutely essential to request their services to carry out certain activities in the project (for example, motivate the people to take language or technical courses, inform them on the resources available and so on).

Material resources

We also require a variety of material resources to carry out this project. Thus:

1 An appropriate room (space and facilities), located if possible in the St. Louis neighborhood, the heart of the Montreal Portuguese community, where the majority of those who will be the beneficiaries of the project live.

The centre's present premises are very limited, even for working with individuals.

2 Equipment (furniture and apparatus) necessary and essential for the kind of activities planned and the possible number of participants.

3 Office equipment and materials. Existing centre equipment will be used as far as possible, but is clearly not sufficient.

4 Pedagogical equipment and materials, mainly audio-visual. In the case of material resources, as in that of human resources, we will take advantage as far as possible of those existing at the centre and elsewhere. But obviously we will need the essential, particularly things which are frequently used.

Financial resources

We have just seen what kinds of resources seem to be essential to reach our goals. It remains to list them.

The budget which follows is a start-up budget. This is particularly felt in the item "Material and Equipment." In addition, there is no provision in this budget for preparation of premises. A special budget will have to be presented when premises have been found.

Estimate of costs for the first year of operation

Staff

	$
Salaries (equivalent of 4 person-years) 1 monitor director 2 1/2 monitors 1/2 secretary	60,000
Social benefits (15%)	9,000
Rental of premises (± 2,500 square feet)	16,500
Material and equipment (tables, chairs, slide projector, 16mm projector, tape recorder and so on)	9,000
Miscellaneous (telephone, stationery, transportation, advertising and so on)	4,500
Total	99,000

Case Study No. 6

The Bluenose Special

A program that wins an award

I was really surprised by the peaceful charm of the Maritime countryside. I think I had imagined only wild waves dashing against a rocky, barren shore. Here in Antigonish, on the campus of St. Francis Xavier University, classic buildings and rolling green lawns had opened my eyes to another reality. I would have liked to stay longer but now it was time to move on to the Halifax area.

"I know you're going to be impressed by the program in Dartmouth," said Sister Theresa as she saw me off. "We conducted a study here at the university last year of several thousand non-formal adult-ed programs in the Maritimes. Less than 12% of them rated a commendation. The Dartmouth Immigrant Orientation Association, however, was among the few that did. In fact, their program is one of the best. I know you'll like what you see there!"

A recommendation like that certainly whets the appetite. My curiosity to learn more about the Dartmouth project, and the man who had organized it, Dig Nichols, was even greater now. I was impressed, moreover, by Mr. Nichols's modesty. He had never mentioned that award in the write-up of his program that he sent me. Nor had he referred to it in any of our telephone conversations either.

ESL and immigrant orientation: a purposeful overlap

I leafed through the description of the project again: the operating base of both the Dartmouth Immigrant Orientation Association and the Harbourview English Language Centre were at Harbourview School. That was one of several locations where the Board of Education offered ESL and adult education courses to the community. In addition, the director of those ESL courses (and of all Continuing Education in Dartmouth), Dig Nichols, was also Chairman of the Board of the Immigrant Orientation Association. The ESL classes and the association's activities were, therefore, tightly linked and overlapping.

The project I had come east to discuss reflected that link. As I was to learn a short time later, the overlapping was neither casual nor fortuitous. It was purposeful - the outgrowth of Dig Nichols' long experience in both continuing education and ESL teaching. His quarter century of expertise, coupled with his own personal philosophy and orientation, were, I was to discover, the key to the success of the Dartmouth Immigrant Orientation Project. These two factors explained, moreover, certain original features of the

project's operation, as well as the dual opportunity for learning and orientation which it provided immigrants.

I turned next to the statement of the project's overall objective: "To provide the opportunity to learn English so as to help newcomers overcome the difficulties inevitably encountered in a new land." There were, in addition, several precise subobjectives:

> to familiarize newcomers with the social customs and practices of the dominant Anglo-Saxon culture, and with their political system and concepts (rights, freedoms and obligations under law)
>
> to initiate contacts between the newcomers and their elected representatives and public servants in the three levels of government
>
> to prepare newcomers for citizenship examinations
>
> to develop a kit of useful information about the community to assist newcomers.

As my bus rolled on towards Halifax, I looked forward to hearing Mr. Nichols describe in more detail the way his program operated.

The moment he entered the room I realized that Dig Nichols looked like his program: brisk, efficient, good-humored and smiling, the kind of person whose manner, open and gracious, would make a newcomer feel welcome.

"I know you have a lot of questions," he said. "Fire away."

"Many organizations provide ESL and orientation classes for immigrants," I began, "but yours is the first I've studied which was organized by teachers rather than social workers. What else would you say distinguishes your project?"

The holistic concept

"Basically," he replied, "it is our holistic concept. The clientele served by our association, and by this project, are the ESL students at Harbourview. They enroll with us for a term, free of charge, to attend 300 hours of classes if they are day students or

120 if they come at night. Although we see our students only four days a week for a few hours each time, we don't think of them as just learners of English; we see them as members of a family and members of society. We work, therefore, with the whole person, not just the ESL student.

English in a 'real life' situation

"We feel strongly, moreover, that you cannot teach English - or any language - effectively in a vacuum. It is important to make the learning situation a 'real life' situation, where the socio-cultural values of this, their chosen country, can be related to their own values. We make an effort to understand the student's culture, make him secure and comfortable, and lead him graciously from that known culture to the unknown.

"By the same token, a newcomer can't really understand and appreciate the culture of this land he's come to if he doesn't have a working knowledge of the language of that culture. In consequence, we teach English language, usage and grammar - thanks to the orientation activities of this project - in the context of the everyday world the student meets outside the class all the rest of the week. The language and the context: the two go hand-in-hand. That's why we decided to tie our immigrant orientation activities to teaching English, and to develop projects that make both learning the language and learning about Canada more effective. We have found, moreover, that when we do this, the fabric of the class is strengthened."

"Of course, I see! It's perfectly logical. But have you many immigrants in this area? Somehow I never imagined the Maritimes, and particularly small cities of 60 to 70 thousand like Dartmouth, as host to many newcomers."

The immigrant community in the area

"Yes, I know many people are unaware of our immigrant population. And those who are can't imagine why immigrants would want to settle in Dartmouth, Nova Scotia, rather than in downtown Toronto or Vancouver. But if you will permit me to review quickly the history of our area, I think you'll see the reason.

"Dartmouth, though it dates back to the 1780s, has always lived in the shadow of its larger sister, Halifax, which has twice our population. Dartmouth cannot rate as a port of entry, but it shares with Halifax a common harbor and common boundaries. In the early 50s,

the days of the post-war boom, many newcomers to Canada found work in this area as welders, stonemasons, carpenters - skilled trades they had learned in Portugal or Italy. Although they worked in Halifax, they preferred suburban housing with space to grow. They chose to live, therefore, in what was then the town of Dartmouth.

"Each of the nationalities developed an affinity for a particular small neighborhood in the area. You see, Portuguese tended to work with Portuguese, Italians with Italians. And those who worked together thought 'why not share an apartment, and then a house?' And eventually, they thought, why not bring other members of the families over. This is the way our immigrant communities were born. The pattern is the same across Canada."

"Yes, of course. I suppose that just as in other places, these small immigrant communities were culturally self-contained for many years."

"Indeed they were. Immigrants didn't have to learn English during the post-war boom because the trades they had brought from Europe were more important for getting a job than knowing the language. They continued to speak their native tongues and to live, therefore, psychologically apart from the Canadian community. But as the economic picture changed, so did the attitude of many immigrants who had been in Canada for quite some years. As job opportunities lessened, they felt an increasing desire, indeed the necessity, to expand their English vocabulary. A recent discussion paper of the British Columbia Ministry of Education which deals with English as a second language for adults, sums up the immigrants' position this way:

"Here is the quote," he said, handing me a slip of paper.

> Without English, immigrants find themselves in one of the most educationally-deprived groups in the province. They may not be able to use the skills they already have. Employment may be hard to find; advancement, technical or vocational training, or any form of upgrading may be impossible. Dependency on government assistance, family breakdowns, and racial tensions often result. Children entering the school system are handicapped by a lack of English and by unfamiliarity with the culture.

Learning English becomes a family affair

"Immigrants in Nova Scotia are in the same position as those in British Columbia. Not only those who have been here since the 50s, but also the more recent arrivals, need to assure themselves of job mobility. Economic necessity, therefore, is at the root of the growing demand here to learn English. And the pressures of inflation have reinforced the need as well. Moreover, the working men in our immigrant communities are increasingly aware that not only they, but also other family members, need to acquire or improve rudimentary English skills."

"Other family members! That's an important cultural adjustment for many of them to make, I know."

"Yes, it is. Traditionally, in certain societies, the wives were expected to stay home. But here, since their children had to go to school where they learned English, the mothers suddenly discovered that the children felt more at home speaking it than the old language! How could they communicate? Thus was born the necessity for the mothers to learn English, too."

"Tell me, how and when did women entering the ESL scene affect your program?"

"First of all it meant that we had to schedule our ESL and orientation classes at different hours. Previously, ESL classes had been held only in the evenings - when mostly men attended. Such an arrangement was, of course, less than satisfactory for women with children to care for. By 1976, it was obvious that mothers - and their pre-schoolers - had to be involved in day classes. Secondly, and more important, the addition of day classes was a significant, exciting development: for the first time in our area the whole immigrant family was to have a chance to become part of the Canadian mosaic."

The pre-school program

"That was significant! And one of the most interesting facets of your orientation activities is the program it includes for pre-schoolers while mothers attend class. I suppose, however, that the word 'orientation,' when applied to two, three and four year olds, becomes synonymous with 'acculturation.' I'm sure every teacher in Canada appreciates how important that task is. So many school boards today have to cope with the language and behavior problems of youngsters who have not had this advantage. And many of those children spent their pre-school years in Canada. If they had only had the benefit of a program like yours ..."

"Yes, that's true. An important aim of our pre-school program is to head off future difficulties in school. The stronger the nursery program, the less the teacher of the six to 16 age group will have to do. Moreover, these children are all Canadians - some are even born here; they deserve the same educational opportunities as other Canadian youngsters. I cannot understand the blind spot in the eyes of those who negotiated the federal-provincial agreement on education. Did you realize that pre-school children were completely excluded from the assistance program? It's a deplorable aberration."

"I wonder how many Canadians are aware of that! Won't you tell me something about the pre-school program?"

"Certainly. The program is run by our nursery supervisor, Mrs. Stewart. She is a highly skilled pre-school teacher. She has worked up an excellent program of cultural, physical and academic activities for the youngsters in her care - 15 this term. Her goal is to provide a valuable learning environment in a playing atmosphere. She concentrates, therefore, on five main areas:

"English language training. Teaching aids like the language development records and the Peabody language development kits have proved useful here. The kit includes puppets, plastic fruits and vegetables, number and recognition cards. Of course, mannequins and just playing, both indoors and out, facilitate learning English as well.

"North American acculturation. Familiarity with our food is important to children, so we serve nutritious snacks at break. Field trips to places like Shubenacadie Park further help them enjoy their surroundings.

"Development of socialization skills. This is a major area of need and concern. It is felt that the enouragement of cooperation and interaction in play, indoors and outdoors, and sharing toys promote this development."

"Other project coordinators have mentioned this point, also," I interjected. "Some children's behavior - the norms in other societies - would be considered excessively withdrawn or wildly exuberant in a Canadian classroom. These youngsters need to adapt to our behavioral patterns before they can be happy and progress in school."

"Very true."

"The fourth area is the development of body coordination, motor and listening skills. Running, jumping, skipping, and hopping set to music are used to develop them. In addition, language development records teach the children to listen to barnyard animals and outdoor and indoor noises, and to identify them.

"Finally, eye-hand coordination is strongly emphasized and developed through crafts. The children cut out pictures in newspapers, make cards, glue objects on paper, shape dough. In short, they make something of a mess and have a whale of a good time."

"You certainly provide a lot more than supervisory care for the children whose parents are studying English. With your long experience as an educator, you weren't going to miss a golden opportunity to teach even the youngest new Canadians. Tell me, what progress do the children make in learning English?"

"The language training program does not fix a set amount of English to be learned. The youngsters are like blotters, however, and generally make faster progress than the grown-ups. 'Playing' in English is a wonderfully effective teaching method."

"Tell me, how does Mrs. Stewart manage with 15 multi-tongued youngsters?"

"She is assisted on most days by one volunteer, and sometimes by two. But the group is quite a handful. We foresee increasing our paid nursery staff to two next year - though on special occasions - at our annual Christmas party or the closing festivities when the friends and relatives of our participants also attend - twenty-two wouldn't be enough!"

The adult orientation program

"I'd like to hear a lot more about those special occasions. But to put them in context, would you describe generally the project's orientation activities?"

"Of course. These activities, as I mentioned, are integrated into the ESL program of the students attending class at the Harbourview English Language Centre. One day a week is set aside regularly throughout the term for orientation. On those special days we present a varied schedule of guest speakers and field trips, and we cover a very broad range of topics in class over the term. This year, for example, there were seven speakers and five excursions - all related to the material the students were studying."

"What kind of topics do you treat in class and how is it all put together?"

The orientation module

"The classroom materials were developed by the Multicultural Council of Halifax-Dartmouth (thanks to a Secretary of State grant under the Student Community Services Program). They were combined into the present orientation module under a further grant from the Department of Immigration.

"The contents of the module includes information, with supporting illustrations, about the three levels of government that the newcomer deals with in Canada. Since the municipal level is the most immediately important to him, detailed information about the city is given: the transit and ferry routes, the ward system, the emergency number to be used, organizations available to help, schools, libraries and language opportunities. In addition, the banking, credit, postal system and consumer protection laws are explained. We stress particularly in this connection the labelling on poisonous products and on clothes. The orientation classes also include information on MSI, the Canada Pension Plan, Social Security, Unemployment Insurance, Health Care, Dental Care, Red Cross and the VON.

"All this material is covered with the students in considerable detail in class. Special emphasis is placed on home orientation: the use of electrical equipment and home safety measures, dress and dietary habits necessitated by climatic conditions, local laws on acceptable care for children - the importance of not leaving young ones unattended, of ensuring babysitters of reasonable age, and the unacceptability of bruising physical punishment.

"In addition, each student in our program receives a folder containing brochures with information about Dartmouth: libraries, transit system, Metro maps, city recreational facilities, clubs and organizations. The kit also includes maps of Nova Scotia and Canada, as well as a booklet prepared specially for immigrants. It contains information on local health and medical facilities, the education system, accommodation in Metro, the locations of places of worship, fire and police services, shopping centres, day-care facilities, and the like. As you see (Annex 1), almost all the brochures were published by the local, regional or federal governments. It was a question of sorting them out and putting them together in a coherent whole."

"They look very useful, but they're all in English. What about the students who don't know enough English yet to understand them?"

"We have film and slide programs for the beginners - the picture being worth the proverbial thousand words. We are also going to explore the existing documentation issued by the federal and other provincial governments in third languages. It would certainly be convenient if a list were available."

"Wouldn't it! But where do you get the films and the slides?"

"We have several sources: government departments, the public library and the schools."

"Let's go back to the guest speakers: this sounds like a fine way to keep a class interested - provided their English is up to following the talk."

"Yes, that's true. But you would be surprised at how much even the intermediate level students understand."

Guest speakers: the community enters the classroom

"Here," he said, "is the list of this year's speakers."

Mr. Frank Mason, a Halifax lawyer: Mr. Mason explained some of the laws that may directly concern many at the centre. Among these were the citizens' rights and freedoms, the Labour Standard Code and Regulations, and the Wives and Children's Maintenance, Vehicle, Divorce and Consumer Protection acts. Obligations under law and local laws concerning care of children were also stressed. Mr. Mason answered questions about workmen's compensation, rules concerning public use of private and government owned property, laws regarding equal pay for women, property maintenance and so on.

Mr. Robert Nichols, Director of Continuing Education of the Dartmouth Board of Education: Mr. Nichols presented interesting and informative slides on China. They vividly portrayed Chinese history, culture, industry and scenery, and the way of life and warmth of its people.

Mr. James Patterson and Ms. Patricia Leslie from CEIC: Mr. Patterson talked to the students about job creation, youth programs, creative job search techniques, the Manpower centre and the job bank. Ms. Leslie talked about unemployment insurance and how to fill out a claimant's report. A lot of practice in filling out the forms is, we have found, very necessary after this explanation.

Mrs. Sallows, a Public Health Nurse: Mrs. Sallows explained dress and dietary habits necessitated by climatic conditions, cleanliness, MSI, Red Cross, Blue Cross hospital and ambulance facilities, prenatal classes and described various clinics in the city. She answered questions about fluoridation, dental care, drugs and physicians.

Mrs. Marilyn Clifford, a representative of the Maritime Telegraph and Telephone Company: Mrs. Clifford demonstrated the proper use of the telephone by means of a "Tells Only" Kit. Students were presented with various situations and had to demonstrate themselves how they would cope in a particular circumstance.

Mr. Coveyduc, Vice-Principal of Dartmouth High School and Coordinator of "Driver Education": Mr. Coveyduc explained the "rules of the road" and the meaning of the more important road signs students would need to recognize and understand immediately. He answered questions about the right of way at intersections and rotaries as well as about the point system.

"You did cover a wide range of subjects. And what a practical idea to include driver education. In connection with job hunting techniques, tell me, do you encourage your students to take jobs while they're studying?"

"Part-time only. We've seen too many cases of the pressure to earn deluding people into giving up their language training. Then they find themselves locked into no-future, low paid jobs. I tell them about this danger very frankly. We always loose some, though; but some others do come back."

"What is the turnover among your students?"

"About 50%. As soon as they have something concrete to build on, many leave. We've done our job, of course, if we've given them a solid foundation and the will to continue learning as they go about their everyday lives."

"I can understand that."

"The field trips probably appealed to the class even more than the guest speakers. Where did you go?"

Field trips: the classroom enters the community

"Lots of places. The students' first trip was to the Dartmouth Regional Library and the Heritage Museum. At the first stop they were told about the film services, the catalogue system and how to locate books and records, the reference room and the bookmobile. In the Heritage Museum they heard about the founding cultures in this area and were encouraged to maintain and share that heritage.

"A trip to City Hall followed. I think it is important to mention that prior to this visit, the students studied carefully in class, the municipal level of government. They learned about the various electoral districts, the functions and responsibilities of the mayor and aldermen, and how they were elected. Each student also learned who the municipal representative in his own riding was.

"At City Hall the students spent quite some time in the council chambers. Here the procedure of a council meeting was explained to them. Then they met with Mayor Daniel Brownlow for about an hour. The accessibility of our officials really surprised many of them.

"A trip to the Nova Scotia Museum and the Citadel came next. In the museum, the students visited the sections illustrating the evolution of the tools, art and way of life of the Canadian Indians. They also saw displays of the diverse articles and clothing used by the first European settlers, as well as some modern hand-made clothes and jewelry set with local stones. Many particularly enjoyed the exhibits of wild animals, fish and birds native to Nova Scotia.

"At the Citadel, the students were made aware of the history of our area - the founding of Halifax, and the unfortunate conflict between the two founding cultures of Nova Scotia, the French and the English.

"The final trip of the year was to Chester, a small fishing village on the southern shores of Nova Scotia. It included a side-trip by ferry to Tancook Island, famous for its sauerkraut. This excursion was particularly popular since many of the students had never before seen Nova Scotia outside of the metro area. Moreover, since Chester was settled by people from many countries, our students gained an appreciation of Nova Scotia's multicultural origins."

"Very practical and varied, too! No wonder you stressed that your trip to City Hall was preceded by intelligent preparation. The integration and mutual reinforcement of classroom and community orientation are really important. When did the idea of doing this strike you?"

The gradual evolution of the program

"It didn't really strike us suddenly, if that's what you mean. The concept has been part of our program ever since we began seven years ago. We started out in September, 1973 - in a very small way in a church basement. I hasten to add that absolutely no religious affiliation was reflected in that fact. The immigrants in our area know that it is traditional here for all the churches to donate space to non-profit organizations. No one shied away from our program because of its location.

"Well, as I was saying, we started out in a small way. It's better to do that, because when you let your program evolve gradually and thoughtfully, you learn from experience the needs of your clientele; you learn the best ways to recruit volunteer help and the most effective way to work with other community associations and agencies. In a word, time and experience teach you which activities and techniques will enable you to meet your objectives.

"You also learn something else: how to live with funding problems -- insofar as that can be learned. Funding problems are not pleasant to live with. Knowing if, when, and how much money is going to be available is a major headache from the very day your program begins. It is, furthermore, a major impediment to efficient operation. In all these years we have been in operation no real solution has ever been found. We have just hung in there and hoped. When you know the idea and philosophy behind your project are important, you have the right to hope the funding agencies will realize it too.

"Of course, you learn certain things quite quickly. As students began and continued to register, not a month had passed before we realized three things: we would have to increase our teaching staff; we would have to provide one-to-one teaching for students entering the program at a level different from the majority of the class; we would have to provide more organized child care for the many youngsters being brought along by their mothers.

"The association turned first to the Department of Continuing Education for help. They provided us with a second teacher and we engaged a paid child-care worker. We then turned to the Halifax County Literacy Council for volunteer reading aides to work

with individual students. We chose the council because its volunteers are already trained to teach on an individual basis. They use the Lauback literacy system which we have always found most effective. These volunteers either invite the student to their own homes or go to his.

"Naturally the volunteers required additional training to expand their skills from working with the native born to working with ESL students. Ever-willing, these women, all recently retired, and our lone male volunteer, a clergyman, took the necessary 10 hour course to acquire that new skill. Six of them will be working with us again next year."

"I am impressed by this one-to-one teaching - individualized tutoring really - and the use of trained literacy volunteers. They are unique features of your project!"

"Yes, and you'll see as I explain our project activities further, we've made use of the same teaching technique in other areas as well.

"During that first year we expanded our program to include music, to both facilitate language learning and increase multicultural awareness in our students. Most important, however, we initiated the system of operation we have followed ever since - and on which you remarked: the integration of classroom and community. Determined that language and culture should not be separated, we asked public health nurses, firemen, policemen, and nutritionists, to mention just a few, to visit our classes to explain the role each played within the community. We also organized tours of several major industrial plants in the area to demonstrate to our students the role of corporate citizens. In addition, we visited the studios of cable TV and watched a taping in session. Then, at the end of the term in May, mobile TV cameras came to Harbourview and taped the closing exercises. The commentary was handled totally by the students, and very well too. It was their community channel, and they felt it.

"In the first year also we began our association with the IODE, an organization which actively supports preparing new Canadians for citizenship. Various chapters of the IODE agreed to sponsor monthly teas at the centre for our students so that IODE members could meet them. These teas have continued to be extremely popular right up to today! The cakes the Canadian ladies bring are delicious; everyone enjoys and appreciates them and I think they contribute to the relaxed, friendly atmosphere we want our students to associate with belonging to Canadian society.

"That first year's activities had attracted many more participants than we'd expected. We knew, therefore, that we really were fulfilling a genuine community need. When the new fall term opened in September, again in the basement of the same church, we maintained all previous elements of the program. This year, however, our students were not only mothers with young children; they were also school age immigrant children who were having problems adjusting to classes in English. We found ourselves using the VRA's from the literacy council almost exclusively for them. Each volunteer, of course, maintained contact with her pupil's regular classroom teacher."

"However did that happen? Isn't the school system itself supposed to provide for these children's needs?"

"Of course it is. But at the time we were the only ones who realized how numerous these children were and understood the kind of help they needed. Consequently, whenever a principal or teacher wanted to plunk the problem student down with us I said yes. I knew it wouldn't be long before I could go to the Board and say, look, what's going on? You've left 40 kids on my doorstep. That large a group deserves and requires special education classes and teachers of their own. That was, in fact, how things worked out. Today there are such classes for elementary school pupils. We still provide assistance to the older ones, though - through our individualized tutorial system. It is a pity, however, that the board has to carry the burden of special education classes for immigrant children without federal assistance. That is another aberration of the law I find impossible to explain."

"Was anything else new added to the second year?"

"Well, yes. We arranged more tours of public facilities - libraries, city hall, historic sites. And we concluded just plain orientation tours to various places in the city, so as to provide practice in using public transportation to arrive at different destinations.

"By December, however, we had definitely outgrown our space. When a larger parish hall became available to us, we moved to new quarters there. We continued to participate in training programs for our volunteers; various chapters of IODE continued to hold teas for the group; we continued to invite speakers from community agencies. That year, however, we expanded the list of guests to include a lawyer and an RCMP officer.

"We did innovate. We incorporated an exercise program into our activities and a crafts program, too. First, we organized craft days where students shared their own cultures' handicrafts with each other. Then we invited various people to demonstrate specific Canadian crafts - cake decorating, apple doll making, and home-style cooking. This last activity led to an exchange of recipes among the students - a tradition that has been a popular feature of our program ever since.

"The second year also, the child-care workers - we had acquired two of them by now - organized a learning-oriented, mini program for the pre-schoolers. And the adult students participated for the first time in radio interviews on the CFDR Coffee Club program. One aim of the interviews was to publicize the ESL classes. Advertising like this in the media, however, has never proved more effective than word-of-mouth publicity. That is the best of all. Our motto, adapted from the Literacy Council's 'Each one teach one,' says 'Each one bring one.' And each year, progressing on this basis, our program has grown. Of course, we always hold a 'by invitation' open house every year to acquaint the public, press and city officials with our program. Nevertheless, as I say, nothing has been as effective as having one satisfied student recommend our program to his friends.

"In December, we organized a Christmas party at a teacher's home - just as we had done the first year. But this time each student participated by contributing a national dish. Some came wearing their national costumes. A recipe book of the various foods they were to serve had been prepared in advance and, at the end of the party, copies were distributed as gifts to all the guests. A tremendous effort was put forth by the group to make the Christmas happening a huge success. And so it has always been ever since.

"In fact, our Christmas party soon outgrew the traditional visit to the teacher's home. There was, moreover, too much opportunity here for a definitive appreciation of one another's Christmas celebrations. We didn't want it minimized by lack of space. The following year, therefore, we approached the city and it willingly lent us Oakwood House for the occasion. Our Christmas party thus became a real Christmas festival of nations. Each year since then we have solicited funds from service organizations like the Rotary, and IODE, and from city hall, to support it.

"Today the foundation of our Christmas festival is still the traditional Christmas dishes the members of each cultural group prepare and bring to the festival party. Each family, as agreed, brings enough food for six or more. They prepare their dish at home, using their own herbs, spices, and other special ingredients. (Later, of course, they submit a bill and all the food used is paid for.) All the dishes are then set out on one large, gleaming 'buffet of nations.' There are foods from India, China, Russia, Hungary,

Greece, Portugal, France, Denmark, and I don't know how many others. It all depends on the make up of the classes in each particular year. A traditional German Christmas punch has been served for the fifth year now. This touch, of course, contributes to any festivity, and the traditional costumes, decorations and music add to the brilliance of the occasion.

"Our Christmas festival has earned quite a reputation. In fact, it has become so traditional that City Council insists on being invited, along with school board members, the IODE, and many other groups who have supported our program throughout the years. Lately, because the families have been 'loosening up' and bringing aunts, uncles and cousins, we've had to set aside a special room and plan a program for the growing number of children who accompany the adults."

"It sounds like fun. I can't help drawing the analogy between your students' recipe book and your own recipe for warmth and understanding which pervades all of the association's and the project's activities. Do most people in Halifax feel the same empathy for the immigrant's problems?"

"Most? I don't know about that. Many perhaps do. But now that jobs are scarce we have our share of vocal Archie Bunkers. That's just one more reason why a supportive atmosphere at the centre and the quick, smooth adaptation of newcomers to Canadian society is more important than ever."

"Let's see - you were up to year three before I interrupted. Did you still keep adding to your program after that?"

"Yes we did. In the third year our English teachers initiated a popular exercise in English composition - one that has since become an institution. They collected all the texts written by the students and presented them in a few pages, two to five, in what one could call a class journal. The students liked to think of it that way and chose a name for 'their newspaper': <u>You and Me</u>. They even took over typing the stencils and decorated the pages with their own artwork.

"The students today are still producing <u>You and Me</u>. They write stories for it about their own experiences in the old country or in Canada, and about their activities at the centre like their field trips, or the IODE teas. Some are good at puzzles and conundrums and sometimes contribute these, and even English tongue-twisters. They have asked the coordinator, the nursery supervisor and myself to contribute messages as well. We have done so willingly because this exercise is a vital part of both the English and the orientation programs. On the one hand, editing compositions allows errors in

grammar and spelling to be explained in class before they are "edited-out" of the final copy. On the other hand, the ideas students express here frequently help us uncover problems which hinder their smooth adaptation to our society. If you leaf through a few issues of You and Me, you'll see what I mean."

" ... I can certainly understand why the students enjoy this activity - and why they, and you, learn so much from You and Me. It's a pity you're the only ones to read it."

"Others have said that too, but it's not really a publication in the usual sense of the word. In any event, we do allow the students to run off some extra copies. Some are mailed out to the night classes with which You and Me serves to maintain communications."

"The night classes?"

"Yes, the original night classes we offered to new Canadians before the day groups began. These night classes provide the same sort of orientation activities and follow the same ESL program as the day people. Of course, since fewer city facilities are open to visit in the evenings, they don't enjoy the same range of possibilities. Nevertheless, the students still participate in library visits, special cultural lectures and the like. Most of the students who attend night classes, I might add, are working men; not professionals but skilled tradesmen with high school educations."

"The class "newspaper" You and Me was certainly an innovative addition to your program. Surely you didn't come up with anything to surpass it the following year."

"I think we did. I don't mean just the minor though interesting refinements to the program we introduced: acquiring new teaching tools like photographic equipment, developing slide presentations of the year's happenings (a tradition now), or recruiting volunteer musicians to work up a Christmas choral program to perform in senior citizens' homes. I don't even mean moving to larger quarters in a school where we enjoy the use of three classrooms, the auditorium and the gym. I mean really adding a new dimension to our program - a social service component that involved engaging a community worker."

A social service component is added to the program

"You know, I've had a question about that on the tip of my tongue since we began our talk. As I mentioned, in most other projects, the social service component is the first one and the project organizers have been trained community relations or social service workers. Your project, I can't help repeating, is really quite different."

"Well, there is no doubt about the need to provide social services in any totally effective immigrant orientation program. We realized this early on. Our staff was frequently being called on to provide personal counselling: advice about job seeking, setting up businesses, filling out forms, and explaining letters and directives issued by government departments. Moreover, we very much felt the need to establish greater liaison between the immigrant family and its children's teachers and also between the family and the community's service agencies. We were, therefore, delighted when, two years ago, through a grant from CEIC, we were able to engage a trained community worker. This is the description of her tasks that we submitted in the grant application:

- to maintain liaison with various cultural groups so as to be aware of problems their members may have fitting into the community, and to ensure that these groups are aware of our services

- to meet with Manpower personnel responsible for handling new Canadians (those with language difficulties or other problems)

- to collect information about vocational training, Manpower training, and adult education courses and distribute any of these materials to students

- to be available to counsel students at day and evening classes part of the week

- to meet and converse with students to make them aware of the forms of assistance we could provide: e.g. speaking to teachers or principals on their behalf if they were having difficulty in school; helping with job hunting and interviews, etc.

- to ensure that students are aware of MSI, hospital facilities, doctors, police, public health nurses, etc.

. to assist teachers with attendance problems where they feel necessary

. to be aware of legal aid available to new Canadians if any, and of police procedure in the case of a non-English speaking person involved in an accident.

"These services were certainly important. No wonder you were pleased to have a community relations worker on staff."

"Yes. Being able to rely on a trained community worker was most effective. For the first time we were able to attend to problems which hindered the students' language learning. I disapprove quite strongly, however, of one of the limitations the CEIC grant placed on the worker's activities. It stipulated that she was only to deal with immigrants in Canada less than three years. This ruling makes an impractical, unworkable distinction. As anyone in this business knows, if you want to maintain your credibility and the confidence of your clientele when they are in trouble, you help first, and worry about bureaucratic regulations later. Frankly, I can't see why, when departmental mandates overlap, they can't agree to joint funding. Lord knows there are many families where one person has been in Canada for more than three years and another for less. It's ridiculous to insist that two separate community workers counsel them."

"That would be an aberration. But tell me, have I missed something in reviewing the report on your present project? I don't see a word about the community worker's activities.

"No you haven't missed anything, and you have also put your finger on a major deficiency in our activities today. Unfortunately, the crucial tasks of the community worker are no longer undertaken in our area."

"You mean, not in Dartmouth?"

"No, I mean in neither Dartmouth nor Halifax. We have no grant from CEIC now to pay the salary of a worker. We receive a grant from the Multiculturalism Program to cover the salaries of part-time staff only: a nursery supervisor and her assistant, and a program coordinator. The coordinator, although she is by training an elementary school teacher, is obliged to double as our community worker. It is a poor arrangement because it has burdened her with the citizenship and orientation classes on top of her other duties. This is not what we had planned. But in view of the limited funds available, we had no other choice. At present, with only a part-time program coordinator funded, we are trying to play 'catch-up ball' by

using volunteers. But it would be far more desirable to be able to employ, at least part-time, a trained community worker who could adequately fulfill this role."

"I can see what you mean. The list of duties assigned the coordinator is pretty formidable (Annex 2). She has to be a real 'Jack of all trades'."

"Well, she's very good; but, as I said, handling the whole package effectively on a long-term basis will exhaust one person. In the end, the total effectiveness of the program is reduced - as, in fact, I think it already has been by the loss of our community worker. She was extremely capable, but she was not prepared to put up with all the nonsense Settlements Branch puts you through. And most particularly, she was not prepared to lay out her own money first and then wait months to be reimbursed by CEIC. I don't blame her for quitting."

"You do miss her contribution though, don't you?"

"Absolutely. And when you mention "contribution," you remind me to mention the very special contribution our worker made to the program: it was she who first suggested developing the teaching module for our weekly orientation classes. Later, she supervised the students who received the grant to collect the information contained in the module."

"That was important. The module is the skeletal structure of the orientation activities you've fleshed out ever since."

The citizenship course

"Quite true. What's more, an interesting offshoot of this module was the development of our citizenship course. We designed this course to give potential Canadians in the ESL classes basic knowledge about this country - its natural resources, history, geography, industry, government, culture and peoples. We wanted to instill in them a sense of responsibility for their adopted land. The course was to be available, on a voluntary basis, to those who had nearly completed the residency requirements for citizenship. It would not teach English as such, but rather offer a stepping-stone to further inquiry into the country of which they had now become a part."

"I'm very interested in your continuing interest in citizenship training since year one, when you first invited the IODE

to collaborate with you. That continuing emphasis is reflected today in one of the project's objectives - 'to prepare participants for citizenship examinations' - isn't it?"

"Yes, indeed. And today, in addition to developing a citizenship course, we actively support the program of individual tutoring for citizenship which Judge Cardozo recently initiated."

"Individual citizenship tutoring? I've never heard of that before!"

"It is new, but very promising. You see, Judge Cardozo was concerned about the many candidates who failed the citizenship examination, even though they wanted badly to become citizens. Most of them had not prepared for the test in any way; their jobs were so onerous that they were too exhausted by evening to take advantage of night classes. One-to-one tutoring was the judge's answer to the problem. And, as you now know, we are really at home with that technique, and with Judge Cardozo's aim, of course, too.

"Judge Cardozo's first step was to sponsor a workship to train about 30 volunteers to teach potential citizens individually, preparing them for the examination they would have to pass. Our coordinator participated in that workshop and, along with the representatives of other organizations, recruited more volunteers. Several of our ESL volunteers participated in the training session as well. We have, moreover, begun to collect, for the use of all our personnel, information about Canada that prospective citizens must know. It is available to any staff member whenever she needs it. As you can see from the activities we outlined in our application to the Secretary of State, we have concentrated on preparing our personnel to brief the students when they ask for help. We haven't actually recruited students to sign up for the courses, or assigned specific teachers to the job."

"I see. Do you know nonetheless how many of your students may have prepared, and how many may have passed, the citizenship examination specifically mentioned in your objective?"

"I am obliged to reply that I don't. It is something I do want to know, however, as it is the only statistical measure of how concretely we are meeting our citizenship training objective. My coordinator tells me that three students enquired about the course this last term. But she didn't know if any of them had prepared the exam as yet, or passed it."

"You would have to compare the registration lists of your students over the last few years with the lists of those applying to take, and passing, the citizenship exam, wouldn't you?"

"Yes. But there might be a time lag - to allow for meeting the Canadian residence requirement. It is nevertheless something that can easily be done. It will be particularly interesting to see the figures a year or two down the road."

"I agree."

Summing up and advising others

"And there you have it. It has taken five years to evolve the orientation program as it exists today, serving, each term, between 100 and 150 participants - adults and children - who represent some 15 nationalities. Our growth, coincidentally, has reflected the five basic educational needs set down by the B.C. discussion paper I mentioned earlier, and virtually in the same order of priority, from ESL to social orientation. Of course, as the paper mentions, those 'needs - language, Canadian citizenship and culture, survival and life skills, vocational training, basic education - are not mutually exclusive. Educational planning has to take all of them into account.'"

"You can't help but be proud of what you've accomplished."

"We all are. Serving such a large number and variety of people, convincing the Board of Education to assign a 'regular' special education teacher to school age immigrant children, preparing the youngest new Canadians to enter Canadian classrooms without tears - it's been hard work, but it's also been very rewarding."

"That's exactly why I want to ask you to advise others who would like to start a similar program. Would you mind?"

"Mind? No. But when someone asks me for advice I come down to earth with a bang. I begin to remember how hectic certain phases of the project were, and all the problems that beset a venture like this."

"Well, the problems are the other side of the coin of success. People need to know what that other side looks like, so please, this time, you fire away."

The problems: "creatures great and small"

"I suppose that the first word of advice is 'be prepared for problems of every kind - major and minor, soluble and insoluble.' They begin the moment you begin to plan your project, and like sin and taxes, they'll always be with you. In this kind of business, that is, in the volunteer community service sector, you have to fight to survive."

"All right, then, the first qualities you need are spunk and perseverance. And in the planning stages of the project, just what else is involved?"

"A heavy dose of realism. That means, first of all, planning your program on a scale you really think you can handle. That's why I mentioned that we started off in a small way. As I have been emphasizing, it took several years to develop the precise objectives of our present project and to discover which activities would effectively attain them. And even now, as you pointed out when we were discussing our citizenship course, we still need to think carefully about how we phrase our objective and the way we match it to an activity specifically designed to achieve it. We also still need to consider ways to improve our services. Next year, for example, we are going to add an intermediate class between the two levels already in operation. The need has been demonstrated so now we'll go ahead.

"Next it means thinking out what personnel is required to carry out your project - paid staff and volunteers. How many bodies will you need? What kind of training do they have to have? What duties should you assign to whom? These are the basic questions to answer."

Recruiting volunteers

"You mentioned that the Halifax Literacy Council supplied your volunteer tutors, and IODE members also helped. Did you just phone these organizations and ask for people or did you have to do some recruiting on your own?"

"Indeed we did! And we used any and every means at our disposal: we prepared public service announcements; wrote articles for the daily newspapers about our needs; presented slide programs with monologues about our activities to visitors at the closing ceremonies of ESL classes each year; sent messages through the school system; contacted the Catholic Women's League and other churches, and worked with the various sponsoring bodies like the Board of Education.

"Once you get your project underway, of course, you discover that recruiting volunteers is an on-going job. There is a high turn-over, even among the most dedicated. Hardly any volunteers can commit themselves for more than a year; many can't commit themselves for over six months. In addition, once you have your volunteers, you need to give them a lot of guidance, support and encouragement. You need to organize workshops and seminars for in-service training. They need special know-how to deal with immigrants. After all, they are the first Canadians many immigrants meet. You also have to coordinate the volunteers' activities with those of the paid staff to ensure that their efforts are compatible, and not competitive.

A volunteer coordinator

"I get the impression, from what you say, that coordinating and training the volunteers is a specialized, on-going, full-time job."

"I think it definitely is. Any project that relies heavily on volunteers and wants to make effective use of them needs a volunteer coordinator - a separate person from the program coordinator and administrator. The problem here is not recognizing this need and defining the work the volunteer coordinator will do; it is, and here's the rub, budgeting for a volunteer coordinator and finding the funds to pay her."

Budgeting and finding funds: forms and criteria

"'Budgeting and finding funds.' These problems are raised by every organization I've spoken to. They are absolutely universal."

That's not much of a consolation. I think it indicates that we are all faced with a major problem and that something major ought to be done about it if, that is, the government wishes to continue to rely on the private, volunteer sector to serve those Canadian taxpayers it fails to serve itself."

"But a great variety of government grant programs are available!"

"May be so. But we still don't have a freedom of information bill and the private citizen can obtain precious little information about them - no matter how many letters he writes. I know because I've tried. It's frustrating and time-consuming trying to find out what programs exist, which department is responsible for what, and who picks up the pieces that fall in the cracks between. I

have found out one thing though: The government engenders its own unconscious form of discrimination. All immigrants and refugees should be treated alike, and opportunities to learn either English or French should be equally available to all. It is an aberration for the federal government to refuse to assist the boards of education to fund ESL classes for pre-schoolers and special education classes for school age immigrant children. I understand, moreover, that women, unless they are the principal breadwinners, aren't eligible for Manpower's ESL programs either! Are the mothers supposed to stop talking to their children?

"Of course we are very, very grateful to the Secretary of State staff officer who researched funds in Ottawa on our behalf. But he's just one person. How can he know about every program every department is running, and who has funds available, and when?"

"Yes, I see what you mean. The very thing I praised, a multiplicity of programs in so many departments - both federal and provincial - is a problem in itself. I know that these programs change fairly frequently, and so do their funding criteria. Project organizers have to understand the criteria very clearly before they submit applications for a grant.

"'Understand the criteria.' It's hard enough to lay your hands on a text that tells you precisely what they are - much less understand them. And forms! That's another problem. They are numerous, infinite - and you need expertise to fill them out. We've never been able to afford an accountant to do the budget forecasting they request. That poses another problem for us: finding a person, either a volunteer or a paid staff member, with sufficient administrative background to be able to budget knowledgeably. That's not our bag: we're teachers or social workers, or community volunteers and multiculturally-minded citizens. And we haven't got much money to pay for other kinds of expertise. You can't commit yourself, moreover, to engaging an accountant (or any other personnel) until you have a written assurance of funds."

"But somehow the grant forms do eventually get submitted."

"Yes, eventually. After you've spent weeks of unpaid time with no assurance your application will be accepted. It's analogous to tendering - making a bid on a project which you may, or may not, receive. If it's refused, you really turn off your volunteers. And even if it is accepted, you have other problems. You still have to wait, until well after the allocated starting date, to receive the funds. This kind of delay throws off your whole schedule. It causes all kinds of problems with your personnel, interrupts future planning, and even nullifies the publicity you've gone to a lot of trouble to arrange. That is why I want to say, without hesitation, that the

major difficulty is knowing when and whether funds are going to be available. The next, in the event the funds finally do come through, is hiring competent, efficient and devoted staff in the much reduced time remaining before the project is to start. The proper people do not wait around.

"Equally important, you never know when and if a grant you have received one year is going to be continued the next. It is, therefore, much more difficult to build up gradually and surely a smooth functioning, adept group that knows its job. You have to put your staff in a holding pattern at the end of each project year, or break them up completely until confirmation of renewed funding is received. This kind of situation is not conducive to good management at all."

"But what about seeking private sources of funding so that you could maintain a core of trained people?"

"We are already receiving donations from the Rotarians, the CWL and the IODE. The board of education has given us free quarters. In addition, our volunteers' time is worth thousands. But these amounts are nowhere near enough to cover our costs. I'd be hard put to know where to find private groups in this part of the country with the kind of money we need. I'd certainly welcome information about where to look. But then again, who can afford to take the time? Most of those involved in this project are volunteers, like myself. We've got other full-time jobs. And from what I've heard, private fund-raising is a professional, full-time job."

"Yes, just like the job of volunteer coordinator. You mentioned a minute ago that publicity for the project could be affected by the funding delays."

"Yes, because if you get the newspapers' cooperation, as we have, and a story announces that registration for ESL and Orientation classes starts on September 3, and then on September 3 people turn out and you have to say that there's no starting date for the course as yet ... Well, you can see what that kind of 'hemming and hawing' does to your public relations."

"You certainly make the pre-project period sound dark with worries. The experts always advise people to allow plenty of time for planning. How do you feel about that?"

"I agree. But the amount of time depends on how well prepared to do the job you are in the first place. In any event, it

always seems to take twice as long as you thought it would. I'd also like to add a word of caution here. To undertake any project, just because there may be money available, is dangerous. The desire for project support should evolve naturally, from a proven need, or from an on-going program whose success and development is being hindered by a lack of funds."

"I'm almost afraid to ask. Once you get the project underway, are there, in addition to the major problems of funding, continuity and volunteer coordination you've mentioned, other difficulties to cope with as well?"

"Indeed there are! It's after you receive the first grant that they become evident. The seemingly endless reporting required is the first. It appears to indicate a lack of trust in the participants. The government must see that the funds are spent fairly and honestly; that is important. But it must be done in such a way as to encourage, not discourage, the volunteer sector upon which the government relies.

"But having said that, and once getting the grant, I would say you must watch your day-to-day bookkeeping -- keep records both for yourself, the association, and most of all for the government.

"There is also a minor difficulty: the time spent filling out reports you sometimes feel are not 'digested' by the next level. You expend much effort, but you receive little indication as to whether the government was pleased or displeased with the expenditure of their money. Were you indeed on the right track? I think project organizers would really like an answer to that question."

"Of course, that's understandable. But in spite of everything you've said, I sense that you have boundless enthusiasm for what you do. I'm sure this project is bringing you, along with all the headaches, real satisfaction."

"That's also true. Having dealt with immigrants for over a quarter of a century, I am amazed at the members who make up the marvellous mosaic of friendships I have - one now a godfather to one of my children; another, to whom I once taught English, now teaching a 'home maintenance' course for my department. It's a long and wonderful list. I must admit, when you asked me to give some advice to others, my first impulse was to say something I occasionally feel: 'Don't get involved! It's not worth the frustrations and the effort.' But when I reflect on how much my own life has been enriched by the activities I've engaged in, I think I'll put it another way: 'Don't let the problems inhibit your faith in the task at hand - making would-be Canadians welcome Canadians in every sense of the word."

Annex 1

List of materials in the Student Orientation Kit

Booklets	Source
Metro Area Public Library Service	Public Library Services
Drop in at the Library	Dartmouth Regional Library
Film Services	Dartmouth Regional Library
City of Dartmouth	Parks and Recreation
Bookmobile Schedule	Dartmouth Regional Library
Guide de l'électeur	Chief Electoral Officer of Canada
Vacation in Dartmouth	Nova Scotia Tourist Office
French - English Dictionary	Bordas
Highway & Byways	Nova Scotia Tourist Office
Highway Maps Canada	Canada Tourist Office
Maps	Canada Tourist Office
Welcome, Bienvenue	Immigration project staff at the YMCA
Registration for courses	Dartmouth High School
A Look at Canada	Secretary of State Department
The Canadian Citizen	Secretary of State Department

Annex 2

Administrative duties assigned to the coordinator

A Overall planning and coordinating of centre

B Organization of personal filing system

C Registration and placement of new students

D Supervision of the class "newspaper," You and Me, in cooperation with members of the teaching staff

E Organization of regular staff meetings to collect information, discuss problems and correlate opportunities for students (Director of Continuing Education to be invited and notified)

F Organization of Christmas Festival of Nations in cooperation with entire staff

G Participation in planning workshops for teachers

H Maintenance of an up-to-date file of resource material available to staff

I Acquisition of books required by staff and organization of the same

J Responsibility for culture sharing program utilizing student talents

K Writing reports for grant agencies and setting up internal reporting system for staff correspondence on behalf of the organization

L Responsibility for orientation classes:

1 maintaining kit of relevant information for students up-to-date;
2 distribution of orientation kit;
3 slide presentations reviewing the year's events;
4 setting up the schedule for field trips and guest speakers;
5 participation in community outings;
6 counselling individual students in class and helping them become more aware of the community.

M Responsibility for publicity with sanction of the Director of Continuing Education.

N Responsibility for final closing ceremonies:

1 inviting people who showed genuine interest in our programs;
2 obtaining achievement certificates for students;
3 organizing international buffet where students each bring a traditional dish of their country;
4 holding slide presentation: organizing picture taking (slides) for retrospective look at the year in cooperation with staff (this means there are pictures of every happening throughout the year); writing up script in cooperation with staff to accompany the slides;
5 organizing kits and presentations in cooperation with the teachers, nursery supervisor and Director of Continuing Education.

O Responsibility for overseeing the nursery.

P Responsibility for accounting of own hours and wages

Q Coordinating volunteers' activities:

1 assignment of volunteers' duties;
2 participation in volunteers' planning of lessons;
3 set up workshops for volunteers;
4 organization and acquisition of materials for volunteers;
5 responsibility for record of travelling consideration for volunteers;
6 advertise for and recruit more volunteers as need arises.

Annex 3

Textbooks used in the ESL classes

1	Practice and Progress	Longmans Group Ltd.
2	Developing Skills by Program	Longmans Group Ltd.
3	Drills and Exercises in English Pronunciation	Collier MacMillan
4	English 900 (old edition)	Collier MacMillan Int'l Inc.
5	The Lauback Way to English	New Readers Press, Publishing Division of Lauback Literacy Int'l Inc.
6	An Introduction to Canadian English - Books I and II	Carson W. Martin
7	The Mott Basic Language Skills Program	Allied Education Council
8	Reading Through Phonics	J.M. Dent & Sons, Ltd.
9	Basic English Review	Gage
10	English for Foreign Students	University of London Press, Ltd.

NOTE Some of the books and pronunciation aids that I felt more comfortable with in my years as a former Frontier College teacher don't always appeal to all my instructors today. I'm particularly fond of English for Foreign Students, a handbook from the University of London Press. It has everything needed for an exciting class - pronunciation charts, shopping stories, useful vocabulary, role playing, etc.

The more commonly used books listed are for the beginners: the MOTT Basic Language Skills Program, the Lauback Way to English, and Books I and II of the old edition of English 900 from Collier MacMillan. the Intermediate and Advanced groups prefer Books III and IV of the English 900 series, as well as Developing Skills by Program.